

The Week

HOME 1-5
Liverpool college principal resigns
One in seven history posts to disappear
Lord Beloff's five-point plan for university endowment
SSRC share-out to new policy based committees

NORTH AMERICA 6
Peace academy runs into trouble in Congress
University of California wins in sex bias ruling
Ottawa orders £20m cut in college spending
Canadian scientists head for North Pole

OVERSEAS 7
German university leaders call for shorter courses
French medical students protest against new tests
Private Maori university to confer first degrees
Indian UGC turns down women's university plan

ARTICLES 8-12
Going Private: John O'Leary visits University College Buckingham and the British campus of a private American university, 8
Scotland's central institutions: Olga Wojtas reports on Scotland's 15 direct grant rivals to England's polytechnics in "Briefing", 9
Geoffrey Lockwood discusses how universities can plan and manage their way through the present cuts, 10
Arie Zuckerman describes the latest research into viral hepatitis, 11
Milestones: Michio Morishima chooses Sir John Hicks *Value and Capital*, 12

BOOKS 13-17
Alan Ryan reviews the first volume of *A Treatise on Social Theory* by W. G. Sumner, 13
Frank Barlow reviews *Festschrift* in honour of Professor R. H. Hilton and David Walker discusses Wales in the early middle ages (14), Alan Milward reviews two western European economic studies (15), Valerie Shaw reviews the second volume of the papers of Muriel Bradbrook (16), and Garry Hunt discusses a history of the Jet Propulsion Laboratory (17)

NOTICEBOARD 18
CLASSIFIED INDEX 19
OPINION 22-24

Patrick Nuttgens discusses the perils of appointment committees; Keith Hampson MP defends the Government's higher education records; and Don's Diary from Leslie Macfarlane of St John's College, Oxford, 22
Letters on Spain's Open University and the prospects for Model B; and "Union View" from Jean Bock of Nathe, 23

Next Week

Frank Stack on the poems of Jonathan Swift
Ian Hacking on Wittgenstein
Ray Footman on campus fund raising
Interview with Sir Keith Joseph
Briefing on academic publishers

© TIMES NEWSPAPERS
Published by Times Newspapers Ltd, P.O. Box 7, 20 Gray's Inn Road, London WC1X 8EZ, England.
Telephone 01-253 3000. Printed by Times Newspapers Ltd, 20 Gray's Inn Road, London WC1X 8EZ. Printed in Great Britain.
Subscription price £10.00 per annum in advance.
Advertisement rates: 10p per line per week.
Second class postage paid at New York, N.Y.
Postmaster: Please send address changes to THE TIMES, P.O. Box 7, New York, N.Y. 10108.



HIGHER EDUCATION SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Telephone 01-253 3000

Universities v the people

Lord Beloff made an interesting remark in his address to the annual meeting of the Conference of University Administrators in Cardiff last week. Universities, he said, are in their essence non-democratic institutions.

His immediate context was the inability of the universities to compete successfully for public favour with nursery or primary schools with in the total education budget, and so the need to create a separate ministry for higher education and science which would decrease such direct competition for resources. In fact a quick comparison of the growth rates of expenditure on higher education and on nursery schools, and of unit costs in the various levels of the education system do not really support Lord Beloff's conclusion that universities and polytechnics have suffered from being responsible to a unified Department of Education and Science, so he has probably chosen a bad example. But his remark nevertheless remains a fascinating one. To unpack it and examine its different meanings can be a useful exploration of the social psychology of the modern British university.

Lord Beloff's remark with its startling evocation of universities versus the people provokes three main reactions, which in turn sum up nearly three broad views of the proper relationship between universities and modern society. The first is the instrumental view. This view readily acknowledges that universities are unpopular in the sense that they still stand slightly apart from the practical world, but insists that they must be more closely incorporated into modern life.

At this point the instrumental view bifurcates into two variants which can be conveniently labelled "left" and "right". The former stresses the social isolation of the universities, and so emphasizes measures to increase access to them. This could be called the super Robbins variant. The latter stresses the economic isolation of the universities, and so emphasizes measures to increase their utility and relevance. This could be called the manpower planning variant. Of course, the two overlap. Improving access will almost certainly require universities to become more relevant and so enhance their utility, while emphasizing utility will increase their relevance and so stimulate greater access. Furthermore, both variants disregard the claim of higher education to stand however slightly apart and so accept Flexner's contention that the modern university has or should become "an expression of the age".

The second view is normally stigmatized as elitist but is perhaps more simply and neutrally described

as the autonomist. This view too acknowledges that universities are unpopular in the same limited sense, or to borrow Lord Beloff's more direct phrase "are in their essence non-democratic institutions". But with Lord Beloff it believes that this is a proper because inevitable state of affairs. Only by standing apart from the practical world can universities realize their full potential and so their ultimate utility. For them to go whoring after the false gods of popular engagement, whether in the form of much extended access or much more direct and immediate relevance is to misunderstand the true function of higher education.

'It is not reasonable to expect a common relationship with lay society to prevail across all institutions, activities and disciplines'

This view too can be divided into "left" and "right" variants. The former holds that it is the role of the university to act as both the critical conscience of society, and "safe house" institution in which strategies of opposition to the prevailing social order can be developed. If the university comes to regard itself as the servant of immediate social and economic needs, it undermines its capacity to fulfil this vital role. The latter holds that universities above all must be about excellence. It must nurture the highest standards in both teaching and research, standards that cannot be attained and so appreciated by the mass of the people. But despite these great differences both believe that the university should stand apart.

The third view could be called the liberal view, but a better description might be Whig because the word conveys the proper mixture of conservatism and radicalism that is such a strong strain in British culture. This is much the most muddled of the three; yet despite or because of this it is also much the most widespread. Its broad argument can be presented in two ways. Either it can be argued that the overriding claims of society, or the people, on higher education must be accepted because of these claims; or it can be argued that the university would not only be non-democratic but anti-democratic, but at the same time insisting that it is in the long term

standing to command respect among the teachers they order about. But it is difficult to ignore the growing evidence for the emergence of an administrative estate in our universities. This estate, of course, includes vice chancellors and senior academics with administrative responsibilities and ambitions as well as public administrators. But the latter are far from being the passive servants of their academic masters. Today they have become junior partners. And tomorrow?

The reasons for the rise of the administrators were plain at Cardiff. The range of subjects covered by the working sessions demonstrated two points. First, professional administrators now have a detailed knowledge of the techniques of management without which the modern university will not run. From computers through personnel to public relations, administrators in higher

education have become indispensable. Second, administration in higher education is now a recognized and legitimate part of the university's work. It is no longer a necessary evil, a necessary evil which is necessary only because of the failure of the academic estate to perform its duties. It is now a necessary part of the university's work, a part which is necessary because of the failure of the academic estate to perform its duties.

and best interests of society to concede to higher education the maximum possible degree of autonomy. Alternatively it can be argued that "excellence", or less contentiously the cultivation of rationality, is indeed the ruling value of higher education; but that it can best be protected by making sure that universities are "an expression of the age". To put it in crude and selfish terms, universities can only get the resources to maintain excellence in teaching and research if they are seen to be engaged in and relevant to contemporary needs. In less parochial and more altruistic terms it can be argued that both the concept and the forms of excellence are enriched by their social context. If this is ignored the excellent degenerates into the irrelevant and ultimately into the plain mediocre or false.

The safe conclusion, of course, is that British higher education is sufficiently diverse to accommodate all three views of its proper relationship with mass society. So the polytechnics can be labelled instrumental institutions and the universities as autonomist ones. Or, if this contrast breaks down as it must on the most casual examination, disciplines can be similarly labelled - medicine as instrumental, history as autonomist, sociology as... well, Whig does not sound quite right. This contrast too soon breaks down. However, both attempts to secure such a contrast do help to underline the point that even in such a restricted system of higher education as Britain's it is not reasonable to expect a common relationship with lay society to prevail across all institutions, activities, and disciplines.

Another equally safe conclusion is that Lord Beloff's remark about the non-democratic essence of the university leads ultimately to profound questions about the character and objectivity of knowledge. Some will emphasize the partiality, in a literal sense, of all knowledge and this will lead them to favour the view that regards universities as "an expression of the age". Others will emphasize the integrity and inviolability of knowledge, in its methods if not its results, and so place a higher value on the autonomist view.

If in the end it is the Whig view that must prevail, it is as much because of its ambiguous comprehensiveness as its intellectual consistency. It is simply not feasible to accept with enthusiasm or even equality that universities "are in their essence non-democratic institutions" because in practical terms that would condemn our present system of higher education to decline. Lost would not only be the exorcism of mass expansion but also perhaps the institutionalized process of rationality itself.

The administrative estate

The Conference of University Administrators celebrated its tenth birthday at its annual conference at University College, Cardiff last week. More than 400 people, ranging from registrars to the most recent recruits, attended the two-day meeting which was divided into no fewer than 25 working sessions. The CUA therefore can fairly claim that it is running the largest and most sophisticated universities' conference in Britain, bigger and better than anything organized by either the vice chancellors or the Association of University Teachers. In a sense the CUA could be regarded as a faint successor of the old home universities' conference.

Perhaps there is a moral in this somewhere. We may have a long way to go before British universities approximate to the American pattern where higher education is run by administrators with enough academic

standing to command respect among the teachers they order about. But it is difficult to ignore the growing evidence for the emergence of an administrative estate in our universities. This estate, of course, includes vice chancellors and senior academics with administrative responsibilities and ambitions as well as public administrators. But the latter are far from being the passive servants of their academic masters. Today they have become junior partners. And tomorrow?

The reasons for the rise of the administrators were plain at Cardiff. The range of subjects covered by the working sessions demonstrated two points. First, professional administrators now have a detailed knowledge of the techniques of management without which the modern university will not run. From computers through personnel to public relations, administrators in higher education have become indispensable. Second, administration in higher education is now a recognized and legitimate part of the university's work. It is no longer a necessary evil, a necessary evil which is necessary only because of the failure of the academic estate to perform its duties. It is now a necessary part of the university's work, a part which is necessary because of the failure of the academic estate to perform its duties.

neutral or self-effacing manner as becoming embroiled in the most important policy questions facing universities today - restructuring, tenure, relations with the non-university sector.

One final reflection. With the decline of the "donnish dominion" as the academic profession is pushed out of power or abdicates its former responsibility for government, the administration becomes the university's "in a sense" the administrative estate becomes the last defender of the liberal university because the only alternative is complete lay control. University administrators with their unassertive professionalism may play a key role in maintaining the integrity of the university, as the situation. On the long slow road from registry to presidency they are making quiet progress. The CUA's strength and reputation are indications of this.

Laurie Taylor



Dear Dr Turpin,
Thank you for your kind and encouraging words. I certainly look forward to acting as your external examiner in the next three years and very much share your belief in such independent evaluation by peers is more than ever necessary now that the prospects for regular movements of staff between universities are so significantly curtailed.

But to work. Thank you for letting me have a copy of the first draft of your proposed examination questions for the General Paper on the BA (Hons) course in World Culture. This seems relatively straightforward but there are perhaps one or two little points which might be borne in mind when your examination sub-committee prepares the final version. May we start with Question 2 on Section 1, *Critical Issues in Academic Epistemology*? At the moment this reads as follows:

"A long time ago there wasn't really any such thing as art, or at least not with a capital A, because everybody, well nearly everybody, just did it without thinking it was anything special but because of things like the Industrial Revolution it became an special and sort of separate from the ordinary people who then turned to mass culture which was perfectly alright in its own way." Discuss.

I wonder here if it might be better, more productive of a coherent answer, if you felt able to substitute "Critically Evaluate" for "Discuss". I do sometimes find that such a phrase helps to concentrate the minds of those students who are inclined to "wards generalities".

Further down the same page, I feel that there is a slight possibility of ambiguity in Question 5(a), where at the moment you have:

Write brief notes on any two of the following people:

Ibsen
Freud
Wilkinson
Wagner
Mead

I think that you need to make it absolutely clear here that you are talking about Margaret Mead. There is always a danger that some students will go for G. H. Mead, the Chicago philosopher. Otherwise no major problems.

Nearer the bottom of the page a tiny point about Question 8. I think it better here to write "Gertler" and while this is of course phonetically correct it may be misleading to those who have only encountered the name in print.

Section B is pretty well all plain sailing. The question on the Renaissance, is well phrased and I'm pleased to see Kierkegaard represented here even if only in your "Incidentally I assume that Question 3 contains a typographical error. I refer to the second sentence where you use the phrase "Artesian well". In a context which suggests that what you really had in mind was "Cartesian well". Perhaps you could have another look at this one.

In conclusion may I assume that the pencilled sentence at the bottom of Section B which simply reads "Has Lapping finally taken leave of his senses?" is in fact an item of old business rather than an additional examination question?

Yours sincerely
H. SEVERING (External Examiner)

The Times Higher Education Supplement

April 8, 1983 No 544 Price 45p

Academic publishing:
briefing, 8

Ian Hacking on
Wittgenstein, 11

Interview with Sir
Keith Joseph, 9

Frank Stack on Jonathan
Swift's poems, 13

Jobs shareout 'a rerun of 1981'

by Ngaio Crequer

The allocation of "new blood" and information technology posts to the universities looks like a rerun of the July 1981 cuts, with some of the technological universities again faring badly.

A Government announcement on the distribution of posts under two schemes set up to attract young researchers into the universities is expected next week. Two hundred and forty-two "new blood" and 70 information technology posts were on offer.

London has scooped 42 of the "new blood" posts. Of these four are in the humanities: philosophy at King's; Spanish at Westfield; the culture and language of Africa at the School of Oriental and African Studies, and German at University College.

Two London colleges, UC and Imperial get ten posts each, QMC gets three, St Mary's medical school three, St George's medical school

two, and a number of other medical schools and colleges one each.

London gets 14 per cent of the information technology posts available, with Queen Mary College getting three and a half, three going to Imperial, two to UC and one to Birkbeck.

Not surprisingly Oxbridge comes next, Oxford being given 16 science and one arts "new blood", and four IT posts. The science posts are in medicine (five), and chemistry, biology, psychology, mathematics, physics, engineering, physiology and metallurgy.

Cambridge has got one arts (ethnics) and 17 science including surface physics, biotechnology, psychology, biophysics, organic chemistry, biochemistry, of soil materials, virology, computational physics, neurobiology, mathematical physics, engineering, rapid processing of materials, mechanics, experimental psychology and physiology, plus six ITs.

Dr Ian Nicol, secretary general of the faculties is considering writing to the University Grants Committee to complain about the time Cambridge wasted putting its 60 applications in order. He said it was clear the UGC had taken no notice of the order when making the awards.

Further complaints to the UGC, the research councils, and ministers, are likely to come from Stirling University which, to great surprise has been given no IT posts, though three "new blood" (psychology, chemistry and aquaculture).

Stirling has a chair in information technology funded by Central Region and Wang Laboratories, the American microprocessor company is to set up a £40m manufacturing plant on the campus.

Professor Duncan Timms, vice principal said: "This is a real failure to grasp a development opportunity, particularly because of the presence of Wang on the site. We have attracted external funds for a chair,

involved two major companies in teaching for our courses and hope to get Scottish Education Department studentships.

"Yet all this is fought to the UGC and the Science and Engineering Research Council. I am caused to look back at 1981 and one starts to become paranoid. What are we doing wrong?"

Salford University is also disappointed, with only two "new blood" posts (artificial intelligence and applied acoustics) and no IT post.

City University has one "new blood" (physics) and no IT, and also thinks that innovation in some areas has gone unrewarded.

Keele has been granted one "new blood" (neuroanatomy), and Aston three "new blood" (pharmacy, mechanical engineering and modern languages) and two and a half in IT.

Hull has three "new blood" (analytical chemistry, robotics and continued on page 3)

Sir Keith's few words could cost councils £10m

by John O'Leary

Local authorities may face bills totalling £10m a year while universities and voluntary colleges receive full compensation as a result of long-awaited decisions announced last week by Sir Keith Joseph, Secretary of State for Education and Science, on the definition of an overseas student.

Sir Keith ended three months of uncertainty since the House of Lords' judgment on ordinary residence by adding a mere 36 words to the awards regulations. Previous attempts to draft retrospective legislation cutting out reimbursement claims from those wrongly refused grants since 1979 were largely responsible for the delay.

The new regulations prevent an intending student claiming to have been "ordinarily resident" in Britain if he or she has been in the country wholly or mainly for the purposes of receiving full-time education. But those who applied in writing and were refused mandatory awards in the last four years will be eligible for reimbursement.

No details of fees policy were included in Sir Keith's statement, although he made clear his intention in future to "retain the differential arrangements which have in fact existed for many years." A further announcement on fees is expected in the next few weeks and is likely to be a tougher line on retrospective claims.

Local authority leaders met Sir Keith shortly after his announcement and expressed dissatisfaction that they had not been consulted before, although they welcomed the general content of the advice given.

In a statement this week the Council of Local Education Authorities expressed concern about the absence of any similar guarantees of compensation to that given to the universities and direct grant institutions. It demanded that there should be no discrimination.

The United Kingdom Council for Overseas Students Affairs was critical of the conditions attached to eligibility for reimbursement. Mr Alan Parry, UKOUSA's acting executive secretary, said that the stipulation that claims had to have been submitted

in writing would cut down numbers drastically while those who had accepted official advice not to apply were being ignored.

He said: "We are concerned that not only has it taken the department three months to work out a 36-word amendment but their attention was drawn to this problem by ourselves and, three years ago, by a select committee. If they had acted promptly at that stage, an awful lot of difficulty would have been avoided."

Acting on high-level legal advice the National Union of Students is to investigate the possibilities of a test case to establish its belief that students resident in the UK before 1978-79 are entitled to awards.

Mr Neil Stewart, NUS president, commented: "This announcement is an admission by the Government that thousands of overseas students have been robbed of millions of pounds worth of financial support over the past 20 years."

NUS is to enlist the aid of MPs of all parties to try to block the regulations in Parliament, Mr Stewart said.

Local authorities may face bills totalling £10m a year while universities and voluntary colleges receive full compensation as a result of long-awaited decisions announced last week by Sir Keith Joseph, Secretary of State for Education and Science, on the definition of an overseas student.

Sir Keith ended three months of uncertainty since the House of Lords' judgment on ordinary residence by adding a mere 36 words to the awards regulations. Previous attempts to draft retrospective legislation cutting out reimbursement claims from those wrongly refused grants since 1979 were largely responsible for the delay.

The new regulations prevent an intending student claiming to have been "ordinarily resident" in Britain if he or she has been in the country wholly or mainly for the purposes of receiving full-time education. But those who applied in writing and were refused mandatory awards in the last four years will be eligible for reimbursement.



Edinburgh rock cake... the university's principal, John Burnett, holds a cake model of an eighteenth-century tenement which has been restored to provide student accommodation, at the window of one of the rooms.

Two neighbouring derelict tenements are also to be refurbished, providing rooms for 60 students in 23 flats.

The three tenements are among the oldest on the city's south side, and the £500,000 project is being supported by the Historic Buildings Council for Scotland and Edinburgh District Council.

The CNAA shows a £2m 'profit'

by David Jobbins

A record surplus of £2m is to be announced by the Council for National Academic Awards which validates courses in polytechnics and colleges.

It will enable the CNAA later this summer to freeze its £75 registration fee for each student until the end of the academic year 1984/85.

The surplus of income over expenditure for 1981/82 is the latest instalment of a dramatic improvement in the CNAA's finances since it was in a loss-making position in the mid-1970s.

But it derives less from the council's own actions than from the success of the polytechnics in admitting thousands of students unable to win university places because of the cuts.

Dr Edwin Kerr, the CNAA's chief officer, says the record surplus was unplanned.

"When in June 1980 the council set the fee level for the September 1981 intake, it planned, on the basis of advice from the departments of education, for a plateau in student numbers and to break even or make a small surplus."

But student numbers in the public sector rose more sharply than anyone had anticipated, and the CNAA also underestimated the reduction in the rate of inflation and the moderation of pay increases.

Other contributory factors are the rate of return in the money markets - 43 per cent on the accumulated reserves of more than £5m - and the CNAA's internal housekeeping which has kept its costs down.

"We realize we have now built up fairly sizeable reserves which are now greater than one year's expenditure by the council, but will not be running them down towards zero. We believe it is prudent to have some reserves because of the uncertainties of the future."

The CNAA is unlikely to take a decision on the registration fee beyond 1984/85 because of these uncertainties - the effect of the impending reduction in the 18-year-old population and any decisions the Government may make about student intakes into the public sector.

But the announcement is sure to provoke reactions both from polytechnic directors already concerned at the so-called hidden costs to institutions of external validation by the CNAA and from students, particularly those not in receipt of mandatory awards.

One senior polytechnic director said the CNAA had underestimated student numbers over the past five to six years to an absurd degree. The more it collected from students the less there was for the whole of higher education.

An exercise carried out by the Committee of Directors of Polytechnics more than three years ago suggested the hidden costs could amount to £300,000 a year in a typical institution.

Dr Ray Rickett, director of Middlesex Polytechnic and a past chairman of the CDP, said: "Five million pounds would seem a rather large reserve to have available. I hope it would be possible to find some way for polytechnics to retain a percentage of the registration fee in these times of severe financial stringency."

News in brief

Poly spills over into summer

Middlesex Polytechnic is to introduce a five-week summer school which, it claims, will make it the first polytechnic to extend its academic year into the summer.

The courses, which will lead to a degree credit in the performing arts, literature, history, languages, social science or information technology, are open to those wanting experience of higher education as well as current students who want to gain an extra credit. Fees range from £50 to £130.

Foundations rock

The Open University senate is to consider cutting the compulsory foundation course element in its undergraduate degrees by half. At present students must take two foundation courses out of the six courses needed for a pass degree (eight for honours). A motion urging this change was passed by the OU Students Association at its annual conference in York.

Holiday island

A water sports centre on an island in the Thames near Hampton Court is one of the conference and holiday sites which the Inner London Education Authority's new marketing officer, Mrs Angela Hatton, will be trying to sell for use during holidays. The authority considers that its potential revenue could be much higher than the £250,000 which it earns at the moment.

IT spreads

Two new initiatives in information technology have been set up by polytechnics. The Polytechnic of Wales has launched the South Wales Microsystems Centre offering a computer consultancy service to business staff and Nottingham City Council is giving Trent Polytechnic's Small Business Centre £7,000 to fund a one-year development fellowship in "information technology and the smaller firm".

£1m for mammals

A grant of £1m has been made by the Medical Research Council and the Agricultural Research Council to set up a research group in comparative physiology. The group will carry out a multidisciplinary study of mammalian developmental and reproductive biology using the facilities at London and Whipsnade zoos.

Medium-term

Saint David's University College, Wales, has launched a unique MA course on Death and Immortality. Students will take a core course on the arguments for and against the ideas of a future life which will include "evidence" from people resuscitated from near-death. This will be followed by three options from a choice of eight.

Euro research chain planned

by Jon Turney
Science Correspondent

The Council of Europe plans to set up a network of centres of excellence across Europe for postgraduate research and training.

Council staff are already framing a small number of pilot projects. These will be evaluated before a proposed meeting of European research ministers in 1984, which will consider science policy problems.

The French president, Francois Mitterand, suggested the new network for postgraduate work to the council's Parliamentary Assembly last September. The aim is to encourage progress in highly specialized fields by bringing together the best researchers from universities and institutes in the council's 21 member countries. Most of the centres would focus on science and technology, but there would also be some in the humanities.

Jean Pierre Massue, the head of the council's division for higher education and research, said the European centres of excellence

would have three aims: training of specialists early in their research careers; periodic reviews of advanced research; and promotion of cooperative programmes.

M. Massue discussed a paper giving details of the proposals with Mr William Shelton under-secretary of state for education, in London last week. In the paper he suggested that setting up centres of excellence could strengthen Europe's scientific and technological potential by improving mobility among researchers and making existing exchanges between European universities, polytechnics and laboratories more productive.

Initially, the project will be based on European scientific networks that the council has already established. These range over several disciplines, and specific subjects for intensive training courses and workshops include particle physics, aerospace medicine, archaeology, solar energy and marine resources.

Council officials want to build on these existing links as a low-cost way of testing the effectiveness of tightly focused centres of excellence. The

areas chosen will involve a few high-level specialists, certainly less than 50 in any single sector. If the scheme expands to take in new subjects, the European Science Foundation may be asked to help choose the centres and administer transfer of researchers.

M. Massue and two council colleagues also discussed the rest of the draft agenda for the mooted meeting of research ministers with Mr Shelton and Mr John Osborn MP, the chairman of the council's joint committee for scientific cooperation. European foreign ministers will take the final decision on such a meeting in Strasbourg at the end of the month.

If it goes ahead, the meeting will consider drawing up the European science policy, including a review of the main European scientific and technical investments.

It will also look at proposals for a European Centre for University Research within the framework of the Council for Europe. The networks now being studied are seen as a first step towards it.

No limit to Leeds tenure

by Ngaio Crequer

The University of Leeds has rejected proposals by the Committee of Vice-Chancellors and Principals for limiting tenure by creating established and unestablished posts.

The response, from the university's senate and council also points to "opposition to the introduction of an explicit provision for termination of academic appointments on the grounds of compelling reasons of financial exigency."

Leeds does not have a "good cause" provision in its charter and statutes although there are procedures for dismissing staff for "disciplinary" or "non-disciplinary" reasons.

During recent restructuring the university took counsel's advice on the contractual position of academic staff and was informed that termination of appointment was possible where "the requirement for a particular kind had ceased or diminished."

As a result of this advice, the Leeds view is that there is no need to change its statutes or contracts, but it has also ruled out redundancy for financial reasons.

Leeds is one of only a few universities formally to respond to the CVCP plan of "unestablished" fixed-term posts for up to eight years, and lists eight disadvantages:

- Any deterioration in job security would have a deleterious effect on recruitment, particularly in those areas where the university cannot match employment terms available to good candidates in industry or the professions.

- Security of tenure which exists for good candidates now will make them unwilling to seek a post where tenure would be held up for eight years.

- Candidates for lectureships often require first and higher degrees; and also postdoctoral work.

- Although some staff would have no problem finding outside employment, staff in many disciplines would find themselves ill-equipped to compete outside.

- The transition period during which the new arrangements would be introduced, and in which all appointments would be "unestablished" would add individual uncertainty to institutional uncertainty.

- The scheme is aimed at promoting flexibility for universities but limits appointments at the earlier, and often most productive part of an academic career. Moreover universities would prefer the flexibility among longer serving staff.

- The requirement to demonstrate academic achievement during the three and five year appointment periods would militate against long-term research.

- The proposal would not encourage mobility as staff would continue in fixed-term appointments at their own institution either until they received an "established" post or until their "unestablished" post was renewed.

Warwick files for divorce

by Karen Gold

Warwick University, whose extramural classes are held under the aegis of Birmingham University, has drawn up proposals for its own breakaway department of adult and continuing education.

The University Grants Committee has agreed to consider sympathetically funding a chair for the new department, and two or three new posts are also envisaged, according to the director of Warwick's institute of education, Professor Gordon Lawrence.

But Birmingham has vigorously opposed the application, which has the backing of three local authorities, Coventry, Solihull and Warwickshire. Under the proposals Warwick would become their sole provider, whereas before they "belonged" to Birmingham though Warwick provided classes on its behalf.

The proposals are now being considered by the Department of Education and Science, since they were contained in an application to it from Warwick for "responsible body" status.

This is a historic arrangement granted to about half the English universities and various other bodies - such as the Workers' Educational Association - whereby the DES pays 75 per cent of their staffing and associated costs. It dates back to attempts by redbrick universities to serve their communities by providing extensions classes - largely in the liberal arts though increasingly in sciences and subjects verging on the vocational. It has been granted only to a few of the new universities, usually - as in the case of Kent and Surrey taking over in their areas from London University - with the parent university's consent.

According to Professor Lawrence,

Token attempt to help academic book sales

by Paul Flather

A special book token scheme to help students keep up their required reading despite high prices and grants falling in value, is being seriously considered by academic publishers.

Relatives and friends could give students a £100 or £150 token to cover a year's supply of recommended books.

Previous surveys have shown students rarely spend the notional amount allowed in their grants for books and stationery, currently £165 a year. A 1975 survey for example showed just 5 per cent spending the full amount, while some apparently bought no course books at all.

The scheme was revealed last week by Mr David Fulton of Granada Publishing at the annual meeting of the University, College and Professional Publishers' Council, which is obviously worried at the fall in student book buying.

Professor Berwick Saul, vice-chancellor of York University told the meeting he was convinced university libraries would improve purchasing this year.

Professor Randolph Quirk, vice-

chancellor of London University is also keen to discover some new scheme to help subsidize student book buying. In February he hosted a lunch to discuss the problem.

First the council in conjunction with the British Library plans to carry out a £6,200 survey of student book buying in the summer. Further data will come in the autumn from the results of a £50,000 National Union of Students survey of how mandatory grants are spent.

The NUS this week remained sceptical of the new scheme. Spokesman Mr Ian Coxon said the real need was the right level of grant, not for students to be bailed out by their aunts and grandmothers. The NUS would also be keen to pursue a relaxation of the Net Book Agreement governing retail book prices to allow students to pay less for their purchases in campus bookshops.

Latest statistics from the Department of Trade show a fall of 0.8 per cent in real terms in hardback sales, and a rise of 1.5 per cent in paperback sales.

Briefing page 9

Engineers insist on strong voice

University professors are pressing the Engineering Council to ensure strong representation of teachers in the field on the council's new registration board. The Engineering Professors' Conference called last week in Leeds for six members of the board to be selected from a list of nominees from educational institutions running degree courses.

The registration board will oversee accreditation of chartered engineers when the Engineering Council takes over from the Council of Engineering Institutions, which is to be wound up later this year.

The EPC proposed that a nomination system based on an electoral college of delegates from each university and polytechnic should be set up as soon as possible after the board was constituted.

Other resolutions passed at the professors' assembly called on the Engineering Council to develop a more uniform system of accreditation to succeed the present system where individual engineering institutions devise their own procedures, and to help identify engineers' needs for continuing education.

On research, the assembly resolved to press the Science and Engineering Research Council to allocate extra money for basic engineering research, and called on the SERC's science board to try and increase engineers' influence on research priorities.

It also urged the SERC to double the value of its research studentships in engineering departments and asked the University Grants Committee to fund fixed-term appointments for engineering assistants.

Working party to scrutinize Londonderry

The Northern Ireland government has set up a working party to report on advanced further education in Londonderry, looking partly at how the merger of the New University and Ulster Polytechnic will affect it. Pressure locally and by the House of Commons Select Committee for Education and Science, which visited Ulster last year and is expected to recommend expanding further and higher education there when it reports next month, is thought to be behind the announcement by the Northern Ireland minister responsible for education, Mr Nicholas Scott.

The working group is to report to the Department of Education Northern Ireland, the Western Education and Library Area Board and the steering group overseeing the merger.

It will have members nominated by the Western Board, the NUU and the polytechnic, and will also include the vice-chancellor designate of the new institution, Mr Derek Birley. It is to report within six months.

The group's terms of reference are "to consider the present and prospective demand for both part-time and full-time courses of advanced further education in Londonderry and to make recommendations as to how these needs should be met."

The new department was originally planned for this October, but Warwick is still waiting to hear from the DES on the application it made before Christmas. The department would become part of the faculty of educational studies, and would hope to continue cooperating with Birmingham, he said.

Its organization and aims would both differ from traditional extramural departments, with a strong emphasis on post-experience updating continuing education, which it already supplies on Birmingham's behalf to firms such as British Leyland. Staff would have an entrepreneurial role, matching up "clients" who could be commercial or traditional liberal education students, with other university departments.

It would be run, subject to university statutes, by a board on which university members would be outnumbered two to one by local authority and industrial representatives.

South East wins most in-service aid

by Patricia Santinelli

Three local authorities in the South East were allocated the highest provisional grants this week as part of a Government scheme worth £6.3m to boost in-service training in four priority areas.

The Inner London Education Authority, and Essex and Kent county councils will each receive more than £200,000 between this month and August 1984 provided they can put in bids to match this sum.

The scheme, which was announced by Sir Keith Joseph, the Secretary of State for Education and Science at the end of last year, is designed to help the release of up to 3,000 teachers to attend courses in management training, mathematics teaching, pre-vocational education and special educational needs.

About a third of each will be directed to management training and mathematics teaching, with the remainder to the two other areas. Local authorities are expected to contribute an additional £700,000 towards the scheme.

Other authorities which stand to receive substantial sums are Birmingham, Hampshire, Lancashire, Nottinghamshire and Staffordshire, whose provisional allocations range from just under £200,000 to £143,000.

But two outer London boroughs, Kingston and Richmond-upon-Thames and the Isles of Scilly and Wight have fared worst in the scheme which has been calculated on the basis of each area's compulsory school age population. Their grants range from just under £15,000 to a mere £250.

A circular to local authorities also outlines the type of courses which are eligible. These must not involve attendance for longer than 12 months, and most involve 20 full days' attendance.

Twenty-two one-term courses for training head and senior teachers have been listed subject to the approval of the Secretary of State. These are at the polytechnics of Sheffield, Newcastle, Birmingham, Wolverhampton, North East London and Brighton, the universities of Leicester, Keele, Nottingham, London (Institute of Education), Oxford, Exeter, Bristol and Cambridge (Institute of Education) and seven colleges.

It will have members nominated by the Western Board, the NUU and the polytechnic, and will also include the vice-chancellor designate of the new institution, Mr Derek Birley. It is to report within six months.

The group's terms of reference are "to consider the present and prospective demand for both part-time and full-time courses of advanced further education in Londonderry and to make recommendations as to how these needs should be met."

Mr Scott said: "I know that many people in Derry believe that there is a real need for a greater provision of higher and advanced further education courses in their area, and they have told me of their view that such provision could contribute significantly to the economic development of the area. I wish to do all I can to respond positively to these needs."

Teachers says in a new policy document that a mixed loans/grants system will neither extend access nor save money either for the taxpayer or individual graduates.

It rejects suggestions that the mixed scheme is the necessary price to pay to open access to all would-be post-school students.

Playing for extra time



Katharine Rogers as Antigone and Richard Durden as Oedipus in a recent Playhouse production

Students, dons and actors are rallying to save the Oxford University Playhouse, a leading regional theatre, which has provided a first audience for many aspiring to the glittering prizes of television, film and theatre.

The university, which is responsible for the 60-year-old theatre, has decided it can no longer afford the £80,000 a year it provides in cash and kind. It has given the Playhouse until September to raise £250,000 or close.

The Playhouse appeal committee, headed by Mr Christopher Ball, warden of Keble College, has already raised £125,000 and is optimistic that it will reach its target.

Among those who began their

careers at the theatre are Dame Flora Robson, who appeared in the first production in 1923, Leo McKern, Sir John Bealman, Sir Peter Pears, Dulcie Gray, Diana Quick, Michael Palin, Shirley Williams and Sir Peter Parker. Ronnie Barker, who had his first break at the Playhouse has given £6,000 in royalty earnings to the appeal.

Undergraduates use the theatre for 12 weeks of the year, through their societies such as the Oxford University Drama Society, the Experimental Theatre Club and the University Opera Club. Various gala events are planned, including one on May Day.

New blood allocations

continued from front page

plant pathology) and no IT. Loughborough has no "new blood" but three ITs. The University of Manchester Institute of Science and Technology has four "new blood" (chemical engineering, mathematics, management science and control systems) plus four ITs.

Universities which have done particularly well include Bristol, 12 "new bloods" although no ITs, Edinburgh 11 (botany, computer science, physics, molecular biology, zoology, forestry, genetics, veterinary pathology, agriculture, French and psychology) and six ITs.

Just behind is Glasgow with ten "new bloods" (Scottish history, housing research, two physics, biochemistry immunology, geology, veterinary pathology, medical genetics, dermatology and naval architecture) and one IT.

Nottingham has done well for its size, with nine (chemistry, two civil engineering, mechanical engineering, mathematics, geography, physiology, botany and psychology) plus one IT. Birmingham has been given eight (chemical engineering, physics, space research, biochemistry, anatomy, medicine, genetics and civil engineering) and one IT.

Manchester has got seven (chemistry, radio astronomy, physics, mathematics, immunology, geology and Islamic history) and three ITs but is very disappointed at having been given no posts, where they have six strong departments.

Engineering has been strengthened at Leeds, which has seven (one each in civil, electrical and mechanical engineering and applied mathematics, pure and applied zoology, Chinese and geography) and no ITs.

Newcastle has six "new blood" posts (architecture, biology, dermatology, civil engineering, geology, and geography) and three ITs. Liverpool has six (inorganic chemistry, organic chemistry, pure mathematics, metallurgy, physics and dental science) and no ITs.

York has also done well with six "new blood" posts (chemistry - two physics, biology - two and economics) and three ITs. Southampton has five (politics, economics, chemistry, physics and medical chemistry).

plus two ITs. Bath has five and no ITs.

Sussex has four and three ITs. In the rest of Scotland Dundee has three (biochemistry, civil engineering, mathematics) and no ITs. Strathclyde has three (biological engineering, electronic and electrical engineering, and production management and manufacturing technology) and two ITs.

Aberdeen has three (geology, biochemistry and soil science) and half an IT in natural philosophy (physics). St Andrews has two (physics and art history) and no ITs. Heriot-Watt has two (physics and languages) and two ITs.

Bradford has two (control engineering and pharmaceutical technology) and one IT. Reading has two (physical chemistry and polymer physics) and no ITs. They are very disappointed because they applied for 20.

Swansea has three (mathematics, sociology and anthropology, and history) and no ITs. Kent got one (chemical physics) and three ITs. Sheffield got four (chemical engineering, chemistry, geology and medical physics) and no ITs.

Durham, strangely, only got two "new blood" posts (chemistry and geology/geography) but thinks this was because many of its staff are young.

Aberystwyth has two and no ITs and Essex has no new blood posts but three ITs.

East Anglia has been allowed three "new blood" posts in chemical science, mathematics and physics and environmental sciences and one IT post.

The UGC has told the universities that appointing bodies for the new staff should include an external assessor and the research councils will be ready to suggest a name.

Each university will get an addition to its recurrent grant of £20,000 for each post in the sciences, medicine or technology and £15,000 in the arts.

The UGC has said it will support a similar number of new appointments in 1984/5 and next year, unlike now, education will not be excluded from the scheme.

The IT posts will earn each university £20,000 per full-time post and £10,000 per part-time post.

HIGHER EDUCATION

That was the year that was

On December 31, 1982, *THE TIMES* published a special review of 1982 as it appeared to the tertiary sector of education. In separate articles there were examinations of policy, universities, the public sector, unions, teachers training and the National Union of Students. Developments in science, social science, adult education and the problems of the young were also featured. Special reports on higher education in Scotland and Northern Ireland were included, and in the international section, North America, France, South Africa, West Germany and Poland. There was a sampler of the year's features encompassing Sir Peter Parker on pluralism to Dr Roy Porter's analysis of the impact of fashion on the sciences.

The eight-page review has now been reprinted and is available to readers at a cost of 80p each (including postage) from the address below.

Please send your cheque/postal order (no cash please) made payable to Times Newspapers Limited to:

Frances House, The Times Supplements,
Priddy House, St John's Lane, London
EC1M 4BX.

Adults need impetus, says SDP peer

by Karen Gold

A responsible Government could not stay on the sidelines when faced with proposals for a national development body for adult education, said Lord Kilmarnock, opening a House of Lords debate on the Adult and Continuing Education (ACE) Bill.

He said that following ACE's research and advice on the priorities and needs of post-school education, the Government could create a national development body with a wide remit, as advised by ACE, or create a national agency for educating employed adults, or fund a limited research and development project into education for the unemployed, or arrange cooperation between the Department of Education and Science and the Manpower Services Commission in the same area. Schooling, education, no longer equips adults for life, he argued, and education for adults, either related to

the job or not, should be expanded and coordinated nationally. The most pressing needs were for an education guidance service, and local guidance centres, perhaps operating through Open University study centres, research on open entry, and admissions procedures for adults and distance learning.

The decline in numbers of children sources, said Lord Kilmarnock, was a good chance to release re-adding. "This is where a Government lead is vital. If the Government would say: 'Right, that is the end of falling rolls and from now on we are going to redeploy resources, make them work better, make them work for adults and for the country', the effect could be electrifying."

The Government should not merely fall back on an inter-departmental liaison committee which the DES has admitted. It is considering, as it would lack the independence and

long-term vision. Lady David, a member of the education team, said ACE had brought about a complete change in attitude to continuing education, establishing its right to a central place in the philosophy of political parties.

But the Government should legislate to give further education a legal basis to show commitment to continuing education, she said.

Lord Swinton, replying for the Government, said it was still considering the question of legal basis, and would make a statement as soon as possible. Nor would he make a statement on the future of ACE. But he said that any expansion in adult education would depend mainly on the willingness of students or sponsors to pay. "The need, as we see it, is to support development in those areas of continuing education which merit the highest priority," he said. "The ACE proposal must be judged against this criterion."

David Jobbins reports from the National Union of Students conference at Warwick University

Support Foot, urges NUS leader

Only minutes after declaring that it would be unconstitutional for the National Union of Students to campaign for the Labour Party in the next general election, Mr Neil Stewart, the re-elected president, publicly expressed his backing for Labour's leader, Mr Michael Foot.

Mr Stewart won an overwhelming victory in last week's election. Speaking later at a fringe meeting he announced the formation of Students for a Labour Victory to mobilize left wing students behind the party.

During a conference debate in which Government economic policies were roundly condemned Mr Stewart ruled that a call from Thames Polytechnic students to pledge NUS support for Labour was a breach of the constitution, which demands independence of any political party. The restriction was introduced in an attempt to counter the divisive effects of similar calls to NUS conferences before the 1974 and 1979 general elections.

But then Mr Stewart came as close as he dared to make clear which way he thought students should vote. "It is certain that if Mrs Thatcher gets elected we shall see trade union and democratic rights smashed, young people and women will be driven back into the family and their independence will be taken from them," he said.

"I am not certain the Labour Party will implement every dot and comma of their policy but I am certain Michael Foot is more likely than anyone else to try," he added.

At the fringe meeting Mr Stewart said that the non-political stance NUS had to adopt did not mean that he or other Labour students would

stand on the sidelines. "I expect that those who stand on the left - right across the left spectrum should realize when it comes to the next election they will have no choice but to vote Labour."

The National Organization of Labour Students and their supporters secured comfortable majorities for Mr Stewart on next year's executive. But the decisive votes in Mr Stewart's own case and for the post of treasurer may prove less significant in the longer term than the knife-edge victory for Mr Tommy Sheppard, the education vice-president. On the fifth round Mr Sheppard beat off by just three votes a highly effective challenge to NOLS from the Left Alliance candidate, Ms Jan Mellor. Mr Sheppard's victory, by the smallest margin on record, came when he picked up three votes transferred from the eliminated Conservative, while the remaining 57 went to Ms Mellor.

The Left Alliance recovered substantially from its rout a year ago and held the key post of national secretary and three other executive seats. One went to a member of the Communist Party, marking the party's return to the executive after a year's absence. The Social Democratic and the Liberals have one, Mr John Murray, who stood for the Left Alliance. Conservatives are reduced to one seat on the executive which they secured with NOLS support. Its representative, Mr Simon Spalding, repaid the Labour students for their support by delivering an unashamedly pro-Thatcher husting speech.

The Left Alliance also flexed its muscles by engineering reference



RACISM ROW - Mr Peter Hain (standing) condemned racist literature circulated at the NUS conference when he spoke at a fringe meeting along with (left) Mr Neil Kinnoch, MP and (centre) Mr Neil Stewart, re-elected NUS president.

back to the executive of the major policy document on post-school education written by Mr Sheppard. Essentially a summary of existing policy, it went out on a limb and recommended effective abolition of the binary line with universities controlled by local authorities alongside public sector higher education.

The decision, a personal blow to Mr Sheppard, was taken by only three votes - and the executive will consider how to implement it next week.

Perhaps because for the first time NUS moved away from its traditional venues in Blackpool and Margate to a cost-saving campus setting, debates were restrained and thorough. Many hours were spent on controversial internal issues of conference reform.

Despite the ritual walkout by the extreme left during a speech of welcome from their Warwick University vice chancellor, Mr Jack Butterworth, the conference was largely incident-free compared with past years.

Only on the final evening did order break down when an election candidate was challenged for wearing a badge inscribed "Hang Nelson Mandela". Proceedings were disrupted for an hour and could only continue when the delegate, a member of the Federation of Conservative Students agreed to remove the badge. He then chided delegates for behaving as if they were at a Nuremberg rally and challenged their commitment to free speech.

Labour 'would boost foreign student aid'

An incoming Labour Government would expand the overseas aid programme to sponsor students from poorer countries, shadow education secretary Mr Neil Kinnoch told a Labour students' fringe meeting at Warwick.

All the arguments against full-time fees had been overwhelmingly refuted by the experience of higher education over the past three years, he said.

Britain had an obligation to the rest of the world, particularly to the poorest nations. "Their need is not for a new generation of weapons, nor alliances which make them dependent on new political masters," he added.

There was a case for a new patriotism distinct from the vicious nationalism of Thatcherism. He said: "We want a better definition, let's define it in terms of taking the poor of the world and giving them access to the best means of training to develop their own talents."

Mr Kinnoch said the expanded aid programme would be spent on scholarships to overseas students on a scale of preferences.

The commitment appears in the Labour Party document, *The New Hope for Britain*, which will form the basis of the party's general election manifesto.

Support for gays

Further education students will be backed in clashes with college authorities over the establishment of "Dayscows" by the National Union of Students.

Poly standards 'threatened'

by Felicity Jones

The Committee of Directors of Polytechnics has complained to the Government about the effect of the cuts on academic standards in polytechnics and colleges.

The CDP has written to Mr William Waldegrave, under-secretary of state for higher education and chairman of the National Advisory Body committee, saying it is concerned about proposals to reduce the unit of resource.

The statement was sent at the close of the CDP's annual conference at Middlesex Polytechnic which both Mr Waldegrave and Mr Christopher Ball, the chairman of the NAB board, attended.

The letter pressed home that while a limited number of public sector institutions might be sufficiently well-resourced to sustain cuts in resources, it was clear that any further loss of funds to the polytechnics would lower standards to the point where they would not be able to meet the requirements of the validating bodies.

Dr William Birch, the CDP chairman, said: "The position has arisen

where the public sector has been pruned back drastically but it is the sector above all that is being expected to deal with the growing number of students. But we have to ensure that this expectation does not affect our standards. We care about academic standards just as much as the universities do."

The polytechnics are currently running at a funding level, apart from fees of £2,350 per student. Estimates show that by 1984/85 this will be cut by 17 per cent to £1,950. Dr Ray Rickett, retiring vice chairman of the CDP, said that libraries were being made to shorter opening hours, computers were lying idle and buildings were not being maintained properly because of the financial squeeze.

Nevertheless, the number of new entrants to first degree courses last year at polytechnics jumped by 20 per cent and again this year by nearly 5 per cent, while the universities reduced their intake by nearly 5 per cent in that time.

Dr Birch said that the polytechnics dealt with the vast proportion of industry-related, professional and applied courses and a sensible policy

had to emerge if they were to continue to fulfil this function.

Two options of either restricting student numbers so that the unit of resource could be maintained at its present level, or increasing the financial allocation were presented in the letter to Mr Waldegrave.

The CDP also wants the role of the polytechnics to be clarified. "The essential provision of professional higher education is in the polytechnics and it is in the national interest that NAB should preserve this and that the liberal arts would be considered to be of less interest," said Dr Birch.

Discussions were said to be progressing well with the Universities Central Council on Admissions over a polytechnic clearing house for student applications. It was hoped it would be in operation by 1985.

Applications for universities and polytechnics would be kept on separate forms and students would most likely benefit from a choice of four or five polytechnics. "It should be made quite clear that this is in no way removing students' choice," said Dr Birch.



Three local mayors and Mr William Waldegrave, under-secretary of state for higher education were among guests at the Committee of Directors of Polytechnics' annual dinner at Middlesex Polytechnic. From left to right are Councillor Vic Usher, Mayor of Barnet and chairman of Middlesex Polytechnic governors; Mr Waldegrave; Dr William Birch, director of Bristol Polytechnic and chairman of the Committee of Directors of Polytechnics; Councillor Phyllis Oborn, Mayor of Enfield and Councillor Brian Bullard, Mayor of Haringey.

The lonely few needing a pick-me-up

by Karen Gold

Only 14 people in British universities have a remit to develop professional updating work, the Universities Council on Adult and Continuing Education heard this week.

Professor Gordon Roderick, director of continuing education at Sheffield University, told the council's annual conference in Aberystwyth its working group on continuing education had discovered the 14 while looking at staffing, financial arrangements and the role of extramural departments in work coming under the Government's PICKUP (Professional, Industrial and Commercial Updating) scheme.

Yet there were 800 courses and 18,000 students enrolled in them, he said. "If we have that volume of work despite the constraints put upon us because we are a responsible body department and we only have 14 people full-time or part-time doing this kind of work, the simple question that comes to my mind is how much more could we do if we had the resources to do it properly?"

"It is really a resource question. Much more could be done if we had a funds and manpower."

He added: "We are in a corner.

Income generation is now the name of the game. We squeeze the Workers' Educational Association. We squeeze the local authority. We squeeze our students and our clients on the continuing education courses. We have been forced into this by Government policy."

Some people said that universities had recognized continuing education and were straining every limb to do what they could, he said. But he pointed to huge disparity between the numbers of courses run by different departments.

Mr Leslie Cannell, director of continuing education at Loughborough University, said that although the number of continuing education courses rose in 1981/82 the increase was very uneven. Overall, continuing education courses rose by 9 per cent and student numbers by 11 per cent in universities.

But short courses, run by departments outside the extramural departments, showed a rise of 27 per cent and student numbers increased by 23 per cent in the same year. That compared with an increase in extramural responsible body courses of 7 per cent, and in non-responsible body courses of only 2 per cent.

Continuing hopes 'dashed'

The Department of Education and Science is acting as a mouthpiece for a Government that has little faith in what higher education is about, a former vice chancellor of the University College of Wales told the conference.

Professor Robert Steel, now chairman of the board of Welsh Advisory Body, said that hopes for an education policy that would advance adult and continuing education, particularly

ly "Model E", had been disappointed. But universities should not complain if some at least of the Model E objectives were achieved under a different name and moved towards different goals.

The position of adult and continuing education in some universities was abysmally undeveloped, he said. UCACE members must look outside their own departments to establish it better.

Welsh tradition losing out, says MP

The Welsh tradition of voluntary adult education, Sunday schools, minster libraries and trade union classes, was being replaced by a career copy of the British institution-based higher education system, Mr Dafydd Elis Thomas, MP, told the UCACE conference.

The Welsh post-16 system now had two forms, he said. One consisted of institutions which Britain had imposed on Wales saying it had to have its own polytechnic and college of advanced technology, and part and

full-time courses. The other was the institutions which arose out of a particular crisis in the Welsh community, established themselves, and now had become appropriated, such as the BBC and the Arts Council's takeover of the Eisteddfod.

Welshness itself was no longer the same because of economic and structural changes, he said. But a Welsh system of post-16 education would be based on local needs and on a framework which would have the

further education college as its focal point. Unlike the new national advisory body for Wales, it would be planned and funded locally in partnership with central government.

"For the Welsh dimension we have got to start looking from the bottom up, from the dimension of the locality rather than from an institutional base," he said. As unemployment rose, paid educational leave, fieldwork in unemployment centres and political education about Wales were central to adult education, he added.

Industrial liaison officers demand boost

University industrial liaison officers have asked the Government to find money to swell their ranks. A working party paper from the University Directors of Industrial Liaison says that more people are needed to work on relations between universities and industry.

Copies of the UDIL paper, which will go before the group's next meeting later this month, have gone to the Department of Industry and the Department of Education and Science. The paper says the two departments should pay for every university to have at least two industrial liaison officers.

This would more than double the present number of posts and cost the Government more than £2m in the first year.

Geoff Burkill of Brunel University, the chairman of the UDIL, said that while there was still great potential for increasing universities' contribution to industry, it needed more personal contacts.

YOP gave young a lifeline, says MSC

by Patricia Santinelli

The Youth Opportunities Programme, which offered training to nearly two million unemployed young people during its five years' existence at a cost of £1,300m, achieved a target no other Western industrialized society has ever set, according to the Manpower Services Commission.

The programme, which came to an end this week, was replaced by the more permanent Youth Training Scheme, which took on 1.8 million young people of which just under one million obtained jobs or went on to further training at a time when unemployment rose from 5 per cent in 1978 to the current 12 per cent.

Speaking about YOP's achievements and outlining the most detailed statistics published, Mr Geoffrey Holland, director of the MSC and architect of the programme, said that YOP had not been just an alternative to employment. "It was an educational and training innovation of the greatest possible significance, economically and socially," he claimed.

He added that, of those who entered the programme, no fewer than 1.5 million were school-leavers look-

ing for their first job. Some 470,000 of these had no educational qualifications and a further 600,000 had CSE grades below grade 1.

"When it began, YOP was a programme for a minority of young people - one in eight of the school-leavers in 1978. By 1982, more than half the nation's school-leavers were entering and, for all of them, it has been and remains a lifeline," Mr Holland said.

This had meant that the programme had grown nearly fourfold in its five-year life. In 1978/79, the total number of entrants had been 162,000; by 1982/83 this was approaching 600,000. The rate of monthly entry to the programme had more than trebled from 1978 to 1983, from 12,500 a month to 50,000.

Outlining what young people had been doing in YOP, Mr Holland said that just over 63 per cent had been on work experience schemes or employers' premises.

"That is a staggering total. Some 1.2 million young people who could not otherwise get a toe through the door of an employer's premises have found a place with an employer based and managed work experience

scheme," he said.

Another 20 per cent of the trainees had taken part in work preparation courses mostly provided by colleges of further education, while the balance had participated in various projects of benefit to the community, or had joined training workshops.

Mr Holland added that, of the total number of places, some 61 per cent had been provided by private employers, 30 per cent by local authorities, education authorities or other public bodies, and about 9 per cent by voluntary or similar organizations.

Giving a breakdown of the cost to the taxpayers, Mr Holland said that the gross cost per entrant had been £931 per head and a net cost of £550 per head after allowing for supplementary benefits.

The administrative cost to the MSC had been only £39.80 per entrant, and the salary costs of the MSC in running the programme had fallen from 5.5 per cent of the total budget in 1978 to around 3 per cent in this financial year.

Mr Holland added that he had no doubt that YTS would succeed.

Jewish lecturer steps into academic freedom dispute

by Paul Flather

Manchester University library has been drawn into a row over academic freedom following a request from the Board of Deputies of British Jews that it withdraw an allegedly anti-semitic book from its open shelves.

The John Rylands library has agreed to remove the book from "open access", but it will remain in the catalogue and will be made available to any authorized reader wanting it.

However, Dr Geoffrey Alderman, a lecturer in politics and government at Royal Holloway College, London University, and a member of the board, has written to the university librarian deploring the board's interference.

He wrote: "In my view... the approach made to you amounted to an interference with academic freedom, and is for that reason to be deplored without reservation. Please accept my apologies for the board's action."

The librarian, Dr Michael Pegg, replied that the board's approaches had caused him "considerable upset". The obligation of an academic librarian was not to attempt to exercise censorship in material collected for the library, he said.

His solution, described as a compromise, was to withdraw the book from open access where it was available for casual inspection by all and sundry, but to keep it in the library.

The board of deputies said the book was totally opposed to any form of consociation particularly in academic libraries, but it could find no redeeming qualities in the book *Palestine and the United Nations* by H. Z. Nusseibeh.

Dr Jacob Gewirtz, executive director of the board, said: "There was no objection to someone doing serious research on Zionism or racism using the worst books, so to speak. But this book failed that test even."

He claimed the book put all the blame for the economic ills of the world on the Jews. Some passages were "so blatantly racist and anti-semitic" that the board were considering legal action under the Race Relations Act.

The board had acted after being alerted by a reader at Manchester. It has no policy on the matter, but feels bound to write to librarians about books "of this nature". Dr Gewirtz said he was perfectly happy with the outcome.

On another occasion, the board had written to a public library complaining about the existence of *The Protocols of The Elders of Zion* exposed as a fake in *The Times* in 1921 - on the open shelves.

No confidence motion fails

A motion of no confidence in Liverpool Polytechnic's leadership has failed following a large number of abstentions among academic board members.

The motion put by Dr V. Lancelotti-Thomas, head of the department of sport and recreation, asked Dr Gerald Bulmer, the rector, to vacate the chair and called for a secret ballot. Neither of these requests were followed and Dr Bulmer remained in the chair.

At the academic board meeting last week there were seven votes in favour of the motion of censure, 19 against and 11 abstentions.

Humberside lecturers fight redundancies

Lecturers at the newly-created Humberside College of Higher Education are preparing to fight plans for more than 80 redundancies, many of which may be compulsory.

They are angry that the cuts in staffing are likely to be far in excess of what is required as a result of the National Advisory Body's planning exercise for public sector higher education.

They also claim that, despite earlier assurances, the college management is now acknowledging that the transfer of key, advanced, further education courses from Grimsby College of Technology is a contributory factor.

The National Association of Teachers in Further and Higher Education is being supported by students in a boycott of faculty and academic board meetings.

Coordinating committee chairman Mr Eric Rigby said: "We are advising our members not to participate in proceedings which could lead to compulsory redundancies. We have a Labour-controlled local authority which went into the last elections with a no-redundancies pledge. Now we have a situation in which their representatives at the college are imposing this scale of redundancies."

The college is seeking to reduce its budget by £500,000 in 1984/85 and a further £250,000 the following year. About £200,000 is being cut from non-staffing budgets.

Deputy director Dr Allen Crawshaw said this week that the development plan and its consequences had been agreed by academic board and governors.

He said: "Irrespective of NAB and long before the planning exercise we

came to an agreement with Humberside education authority that we should work towards reducing the amount by which were topped up from local funds above the advanced further education pool."

Up to 30 posts were being lost through the application of a pre-emptive redundancy scheme and other voluntary means, and he hoped the authority could be persuaded to improve the scheme to include people aged 50-55. "However, it does look as if we will have to move towards compulsory redundancy."

Dr Crawshaw emphasized that the time scale of the exercise ran to 1986/87. "If the outcome of the discussion between NAB and the local authority is favourable there is a possibility of reason why the staffing problem could be resolved by voluntary means," he added.

FREE

Take out a year's subscription to The Times Higher Education Supplement, and we will also send a free copy (worth £7.95) of the very latest hardback edition of Roget's Thesaurus specially bound for the Times Supplements. This 1,300 page edition contains thousands of clear and concise definitions of words and phrases in current usage. Simply complete the coupon below and send it together with your cheque or postal order for £22.50 to the address shown. This offer applies to new subscribers in the UK only.

The Times Higher Education Supplement

Please send a free THES Roget's Thesaurus and a year's subscription to the Times Higher Education Supplement.

I enclose my cheque for £22.50 (Cheques made payable to Times Newspapers Ltd). Please send to:

NAME _____

ADDRESS _____

SIGNATURE _____ DATE _____

Please send this coupon with your cheque to FRANCES HOUSE, The Times Higher Education Supplement, Priory House, St Johns Lane, London, EC1M 4BX.

THI



Carl Sagan: "real urgency"

'Star wars' protest

President Reagan's hopes to defend his country from Soviet nuclear attack by placing laser and particle beams, microwave devices and other Dr Who-type gadgetry into orbit has drawn sharp letters of protest, ranging from outrage to ridicule, from scholars, scientists, and military experts.

Astronomer Carl Sagan, a popular author and educational television commentator, managed to collect 16 signatures from prominent luminaries from his hospital bed in Syracuse, New York, last week for a petition urging world leaders to ban the deployment of weapons in space. The document, addressed to all "space-faring nations" has been sent to Mr Reagan and the Soviet leader, Mr Yuri Andropov, as well as to influential people in Britain, France, Japan and China.

"If space weapons are ever to be banned," read Mr Sagan's petition, "this may be close to the last moment in which it can be done." It said that contrary to the President's intentions, testing and deployment of weapons in space "significantly increases the likelihood of warfare on earth."

Among those signing the petition are retired Admiral Noel Gayler, the former director of the US National Security Agency and the former commander-in-chief of the US Armed Forces in the Pacific; Mr Lee Dubridge, the former president of the California Institute of Technology and White House science adviser to President Nixon; Nobel laureates Ilya Prigogine and Hans Bethe, physicist who worked on the original Manhattan project, to design the atom bomb; Christopher Kraft, former director of the Johnson Space Centre; Mr George W. Rathjens, a political sciences professor at the Massachusetts Institute of Technology; and Mr Wolfgang K. H. Panofsky, director of the Stanford linear accelerator centre at Stanford University.

Mitterrand treads warily down elitist school corridors

by James Coveney

The current intake of students at the Ecole Nationale d'Administration in Paris, the training school for French higher civil servants, has been given a name, in accordance with tradition: this year it is "Louis Michel", an anarchist who achieved fame during the Paris revolutionary Commune of 1871.

Founded in 1946, the ENA has been described as the most significant innovation in the training of higher civil servants since the Second World War. This *grande école* has provided the French state with a corps of highly competent administrators, one of whom, Oskar d'Estang, became President while another, Jacques Chirac, is mayor of Paris and leader of the Gaullist party.

But, perhaps inevitably because of its success, the school has been surrounded with controversy. It has been criticized because of the social origin of the majority of its students: some 80 per cent have been described as coming from privileged backgrounds, with only about 4 per cent from working-class families.

Not surprisingly, therefore, the ENA has come under close scrutiny

by President Mitterrand's government, which *Le Figaro* persists in describing as "socialist-communist" since there are four communist ministers in it, including Anatole Le Pors, the minister responsible for the civil service.

What is perhaps surprising, however, is that there are almost as many graduates of the ENA in the present government as there were in Giscard d'Estaing's administration. Moreover, most senior French diplomats, almost all the senior officials in the Finance Ministry, and almost the entire *Conseil d'Etat*, are ENA graduates. The process of reform is painful because many of President Mitterrand's closest colleagues and advisers are products of the ENA. At a recent meeting of Mitterrand's cabinet it took five minutes to discuss the structural causes of French inflation. At the same session the "democratization" of the ENA was debated for an hour and a quarter.

Mitterrand is surrounded by graduates of the ENA, the institution depicted for years by socialists and communists as the creator of a caste of bourgeois mandarins. Three senior ministers in the government, following the recent reshuffle, Claude

Chevignon (foreign minister), Michel Rocard (minister for agriculture) and Laurent Fabius (minister for industry and research) are graduates of the ENA; so are Mitterrand's closest advisers at the presidency, Jacques Attali (special counsellor), Jean-Louis Bianco (secretary general) and Hubert Vedrine (counsellor for international affairs).

The French government grasped the nettle last October when the National Assembly passed a bill calling for changes in the ENA's admissions policy and in the career structure of its graduates. The bill was drawn up by Anatole Le Pors, and requires the school to admit a new category of older students beginning in the autumn of 1983.

These new entrants to the ENA must have at least 10 years' experience as trade union officials, in local councils or other "selected organizations". They will be admitted by means of a new competitive examination less rigorous than the standard competition for other ENA candidates. On graduating 28 months later they will be guaranteed a number of the best jobs formerly reserved for the ENA graduates.

The successful candidates will follow a special course within the school, an acknowledgment that they will not be of the same intellectual calibre as the traditional entrants.

The man who will be responsible for implementing the reform and integrating the new students into the life of the ENA is Simon Nora who returned in April 1982 at the age of 61 as director of the school where he had been one of the first students in 1946.

A disciple of Mendes-France, Nora has been in and out of the civil service as an *inspecteur des finances*; he served at one time on the staff of the Gaullist premier, Charles de Gaulle, preparing the latter's grandiose plan for a "new society", together with Jacques Delors, now finance minister. He is the author of several influential reports, the latest being concerned with the impact of the new technology on society.

Nora's appointment came as a great relief to the students of the ENA who had feared that someone on the extreme left might be appointed to succeed the previous director, Pierre-Louis Bianco, a diplomat and friend

Liberal scholars out in cold

from E. Patrick McQuaid

CAMBRIDGE, Mass. Another memorandum marking liberal-thinking American scholars for exclusion from government science panels has surfaced, this time in the office of the Interior Secretary, Mr James Watt.

Mr Watt denies that a memo requesting "clearance" on 14 scientists from the Republican National Committee, the party's central steering body, is part of an effort to purge the ministry of Democrats. Ten scholars who were members of a non-partisan off-shore research advisory panel had "No" written next to their names when the memo was returned to Mr Watt; none was reappointed.

The panel who are volunteers, advise the Interior Ministry on ways to improve scientific studies of the environmental impact of off-shore petroleum exploration and drilling. "Republicans are qualified, contrary to what you might think," Mr Watt said on a television programme

in which he explained the need for new blood on the science consultancies.

A marine biologist appointed to the Outer Continental Shelf Advisory Board by former Democratic President Jimmy Carter and dropped by the Reagan administration called it "unfortunate that politics comes into science advisory work."

Mr Watt said that appointment to a science advisory panel was not a birthright. "Once you've been appointed to a committee doesn't mean you have a right to be there forever."

A similar list circulated among the hierarchy of the Environmental Protection Agency singled out 50 science advisers as "undesirables" with such remarks as "clean air fanatic" and "a real activist." The author of that memo has been dismissed.

The Interior Ministry's memo is dated January 29, 1982 and is from the secretary's special assistant, Mr Derrell Thompson, to Carol Wil-

liams, a former staff member of the Republican organization. Under the Freedom of Information Act, a Democratic Senator, Mr Dan Bumpers of Arkansas, requested a copy of the memo from Mr Watt's office when he learned of its existence. The ministry replied that it could not locate a copy and the senator obtained one through confidential sources.

Mr Bumpers has asked the Senate energy and natural resources subcommittee to investigate the matter, which he called "a violation of the spirit and the letter" of the ministry's charter. "Scientific competence, reputation and ability to be representative of important matters of the studies programme" should be the criteria for committee selection, he said.

An oceanographer reappointed to the group said the memo had caused frustration among advisers and was impairing their work.

Return route for teachers

After a spate of resignations among teaching staff at Turkish universities, the country's powerful Higher Education Council has laid down conditions under which they may be reappointed. But the regulation is strict and is not likely to encourage many to return.

The number of voluntary resignations in the present academic year is hard to estimate, but may well be more than 100. Under the new rules, those who have resigned will need permission from the HEC if they wish to return and may apply only to universities outside the three largest cities of Istanbul, Ankara and Izmir.

Together with other dismissals and terminations of contract, the resignations have led to severe shortages of staff in certain faculties, especially in the capital.

Soviet approach

The new president of the Carnegie Corporation has asked leading scholars in the Soviet Union to help establish a special panel of inquiry to investigate nuclear weapons and "civilian prevention."

Dr David Hamburg, the psychiatrist and behavioural scientist who left Harvard University to head the foundation in January, is also the president-elect of the American Association for the Advancement of Science. He plans to visit Moscow in May.

Skopje protest

The Greek government's decision to withdraw its students from Skopje University in the Yugoslav republic of Macedonia will be formally raised at next month's meeting of the European rectors' conference in Bergen.

Dr Aleksandar Andrejevski, rector of Skopje, has written to the conference protesting that the Greek ban on students studying in an "international non-recognized language", has caused bewilderment and opposition throughout Yugoslavia.

Dr Andrejevski said the classification of the Macedonian language as "not widely recognized" was not only unacceptable to Yugoslav public opinion. It was also paradoxical, because Greek universities were proposing to recognize qualifications obtained at Skopje, he said.

Apology called for

Regrets for the University of California system have ordered the chancellor of its Berkeley campus, Mr Ira Michael Heyman, to send a letter of apology to Mrs Jeanne Kirkpatrick, the chief White House delegate to the United Nations, who was heckled by students in February.

Her speech was interrupted several times and she cancelled a second lecture after students protesting at the administration's policies on El Salvador threatened continued disruption.

Help for gays

Stanford University has adopted measures to protect homosexuals from discrimination when applying for law school admission and while attending school programmes. Similar policies at Harvard University and the University of Southern California, the move, is intended to assure applicants that their sexual preferences are of no consideration in the admissions process.

The man who will be responsible for implementing the reform and integrating the new students into the life of the ENA is Simon Nora who returned in April 1982 at the age of 61 as director of the school where he had been one of the first students in 1946.

A disciple of Mendes-France, Nora has been in and out of the civil service as an *inspecteur des finances*; he served at one time on the staff of the Gaullist premier, Charles de Gaulle, preparing the latter's grandiose plan for a "new society", together with Jacques Delors, now finance minister. He is the author of several influential reports, the latest being concerned with the impact of the new technology on society.

Nora's appointment came as a great relief to the students of the ENA who had feared that someone on the extreme left might be appointed to succeed the previous director, Pierre-Louis Bianco, a diplomat and friend

Irish face big fee increase

from John Walsh

DUBLIN Some Irish students face double tuition fees next autumn. At the same time there will be no improvement in the value of grants and scholarships available to a third of them. In some cases scholarships will be harder to get.

The Union of Students in Ireland's congress at Ulster Polytechnic in Belfast this weekend will discuss what action to take against the increases ranging from 25 to 100 per cent.

The government says the measures are necessary along with a continued embargo on filling two out of three vacancies in the universities. They form part of the programme to reduce public expenditure and bring down the huge budget deficit.

The 25 per cent rise will affect universities and national institutes for higher education which together cater for almost two thirds of the republic's students.

In the largest institution, Universi-

ty College Dublin (UCD), fees for architecture and engineering at present are IR£700 while the increase in medical fees will bring the total tuition costs to nearly IR£1,000.

The college authorities have said that they regret the size of the increase and they would have preferred to keep it at 15 per cent in line with inflation. They have called for an improvement in the grant scheme which benefits 18 per cent of students at UCD.

About a quarter of the republic's higher education students are enrolled in vocational and technical colleges which have been told to double receipts from fees this coming academic year.

Fees in these colleges are generally lower than in the universities. They range from IR£130 for a certificate or diploma course to IR£230 for a degree course. The education ministry has told colleges that if they do not double receipts from fees they will not get extra money to make up

for any shortfall. The ministry has also announced that scholarships to these institutions will have a higher academic qualification next year. Instead of five ordinary passes on their leaving certificate examination, the applicants will need two honours level passes in future.

The vocational college authorities argue that these measures will reduce the number of people from lower socio-economic groups who get into third-level education.

At Trinity College, Dublin, a philosophy lecturer is paying dearly for his principles following his refusal to pass pickets during the first-ever official strike there.

Mr Peter May held court instead in a local public house but now the college authorities have decided to dock his pay for the fortnight he was outside the campus. About 11 other academics are similarly affected and their union, the Irish Federation of University Teachers, has protested against the decision.

Sexism is rampant, says report

from Geoff Maslen

MELBOURNE Sexism dominates the academic profession in Australia, according to a new book by five women academics in New South Wales.

The structure of academic careers is a barrier to the advancement of women, the book says. It is a structure which rests on the assumption that academics will not take time out for childbearing and that they will have domestic support behind them, commonly called wives.

The writers point out that women make up about 16 per cent of the Australian academic profession, that they tend to go into the humanities areas - traditionally a "female" field - and that there are even less women in senior positions in science and medicine than in other faculties.

The book is based on a survey of both female and male academics in the three universities in New South Wales and the New South Wales Institute of Technology.

The book *Why so Few - Women Academics in Australia* says that most female academics regard universities as institutions which discriminate against women. Women regard their professional success when they take breaks to have or rear children, and those who get promotion to the more senior levels are unlikely to have been outside the workforce for any period for the purpose of rearing children.

The book points out that an "academic career" is concerned with continuity, competition and hierarchy, all within a time-scale where reputations should be made and secured early. In this career system anyone who faces job discontinuity and pressing domestic obligations which prevent total absorption in the job, is seriously disadvantaged.

Most male academics think women should carry the prime responsibility for children. If marriage is seen as having a stabilizing effect on men, the researchers write. They found that female academics are less likely than women generally to be married or to have children. If they have children, they tend to have fewer.

Women academics tend to come from families with highly-educated parents and with two or less children. Typically, they have been educated at a private school and are less self-reliant than their male colleagues, but more supportive of women's issues such as contraception, abortion and demand for lesbianism.

The book recommends the establishment of a fractional full-time or permanent part-time appointments, the provision of increased parental leave and child care facilities, and the continuous monitoring of the distribution of women and men by rank and faculty in an effort to overcome the bias facing women in Australian higher education.

Finns left holding the baby

from Donald Fields

HELSINKI Helsinki offers some rare spectacles, so the sight of young ladies braving a spring blizzard in the main street to thrust little red packages into the unsuspecting hands of young gentlemen did not seem unward.

But the gentlemen had to produce student union membership cards to pocket their free samples: the ladies were out to highlight a social scar - and the red packages contained a supply of condoms.

Boosted by a donation of 10,000 contraceptives from a philanthropic importer, the action was the most publicized part of a drive to focus attention on the plight of the estimated 20 per cent of Finnish students who have family responsibilities.

The slogan used - "Children endanger your studies" - offended some people, including the influential student health foundation, which disassociated itself from the contraceptive hand-out.

"But nobody would have reacted to a conventional campaign," said Mrs Pavi Mononen-Kauppinen, social policy secretary of the Finnish National Union of Students.

"What we want to emphasize is that students with children, both wanted and unwanted, are subject to discrimination."

Canada's new programme

Quebec plans to spend \$150m over the next five years on computer education from primary to university level, according to Mr Camille Laurin, the education minister.

Ontario unveiled similar plans recently to "put a computer on the desk of every student" by the end of the decade. The provincial government has agreed to spending \$10m on the purchase of special Canadian educational software, said Dr Bette Stephenson, the education minister.

Mr Gordon Walker, the industry and trade minister for Ontario, said

the province would fund a grant covering up to 75 per cent of the money spent by schools on equipment.

In Quebec the proposals recommend the purchase of 42,000 microcomputers for new courses introduced at elementary, secondary, community college and university levels next September. The government anticipates spending about \$15.5m on the projects during the 1982-83 school year, with \$6m coming from funds budgeted for the 1982/83 term.

For a while things simmered down,

Third World learns by remote control

by Thomas Land

GENEVA The University of West Indies is installing a satellite-based audio teleconference system to broaden its education, farm advisory and other development-related services to its campuses and extension centres throughout the Caribbean.

A meeting of specialists from many countries and international organizations recently decided that this kind of teleconferencing was an essential and appropriate development tool.

The system comprises a combination of telecommunications and computer technology linking scattered individuals and communities. Conferences lasting several months can be held in this way and specialists can participate in several of them simultaneously without leaving their desks. The system is much cheaper than travel.

Teleconferencing is increasingly used in developed countries for commercial purposes like the movement of funds and data. *Development Forum*, the journal of the United Nations University, has told poor countries that many of them "may find themselves effectively cut off from modern scientific communication in the future" unless they participate in the early development of teleconference networks.

The progress of pilot teleconference projects in the West Indies and

Brazil will be studied with great interest by other universities in developing regions at an important international satellite telecommunications conference being held soon at the University of Ottawa. The system could solve many obstacles to research and higher education arising from the lack of proper communication facilities in Africa, Asia and Latin America.

The West Indian system is expected to start later this year. It will initially link the university's three main campuses in Jamaica, Barbados and Trinidad with extension centres in St Lucia and Dominica. Each location will have a teleconference room for 20-30 people equipped with a voice circuit and speaker system. Students, tutors and instructors there will be able to talk to and be heard by everybody on all the sites.

The system will also help to get agricultural information to some of the less developed islands. Supported by the Agency for International Development, the West Indian scheme is one of several planned to explore the use of satellite technology.

The Brazilian university has designed its own teleconferencing system in order to avoid the pitfalls of importing technology without fully understanding its implications. The system provides a simple, inexpensive and flexible link for agricultural research workers in institutions thousands of miles apart.

Indian farmers support agricultural students strike

from A. S. Abraham

BOMBAY Striking agricultural engineering students in Maharashtra state, western India have won the backing of more than 250 postgraduates as well as neighbouring farmers.

The university, the Mahatma Phule Krishi Vidyapeeth, was the first of four agricultural tertiary-level institutions set up by the provincial government in 1969. Its objective was to modernize agriculture in what is predominantly a farmers' state - despite the presence of industrialized Bombay - through research and extension activities.

But it has not lived up to its promise. It has a \$5m annual budget and was supposed to have become self-financing within a decade. But despite an irrigated 8,000-acre campus, a luxury in a state where only 10 per cent of the arable land is irrigated, the *vidyapeeth* (university) does not grow enough farm produce even to feed itself.

It sells much of what it grows to local merchants at wholesale rates while the students' mess has to buy vegetables from it at higher retail prices. This is a long-standing student grievance which the students now want to be remedied.

The troubles at the university run deeper than vegetable prices. In 1978, following student complaints of mismanagement, an inquiry commission was set up. Following the discovery of numerous managerial irregularities, a permanent inquiry officer was appointed.

For a while things simmered down,

but again came to the boil with the arrival of a new vice chancellor, who is still in office. One of his first moves was to dismiss the permanent inquiry officer.

After a strike last year, the students won some concessions, including a guarantee to buy enough books for the library and provide a meeting room for the staff council, an elective body.

The current strike, which has lasted since January, is largely over the vice chancellor's failure to act on his promises, although some fresh demands have been added. The students want the computer in the agricultural engineering laboratory to be put in an air-conditioned room and are furious that the only air conditioner the university has seen fit to order cools the vice chancellor's cabin.

They also want to see an end to the frequent and summary transfer of professors. They say that the vice chancellor is using transfers to compel obedience to him and build up a caucus of favourites. He has introduced a code of conduct to discourage dissent which forbids students to organize or speak against the administration on pain of heavy fines or even rustication.

A second student strike, at Jawahar Nehr University has been withdrawn; and the university has gone back to normal. The strike had been called to protest against a JNU teacher's alleged discriminatory treatment of a derogatory remarks about Untouchable (scheduled caste) students.

Quebec teachers urged to accept mediators' report

by E. Patrick McQuaid

A new strike among Quebec teachers and community college professors is unlikely now that senior union officers have urged the rank-and-file to accept a conciliation report.

About 80,000 educators were on strike for more than three weeks from late January in protest against legislation imposing contracts that would cut back salaries by up to 19 per cent for three months, increase workloads and threaten job security.

About 1.3 million students returned to classes when the provincial government imposed harsh back-to-work conditions which suspended the constitutional charter of human rights.

Representatives of the Central de l'Enseignement du Quebec, the province's largest teacher union, called the conciliator's solution "the best we could get at this time."

The \$40m cushion to supplement a total of \$150m in lost teachers' salaries during the illegal strike action is part of a larger \$100m the province promised in early February when negotiating an end to the strike. It is viewed as a face-saving measure by both parties - the government keeps to its original offer while the teachers pocket an additional \$40m.

Just how much the agreement will actually cost depends on the source

of information, union or government. But, according to the conciliator's report, the teachers would forfeit \$52m paid as bonuses at the end of each year for seven unused sick days. The union claims the sick day bonuses total \$43m.

The \$40m will come from a government-sponsored programme aimed at retraining teachers in order to encourage them to leave the system. The workload for teachers will increase more slowly, which means a loss of 4,000 jobs at the most instead of the 5,000 ceiling set by the province in early February. Those 4,000 will be named as "surplus teachers", meaning they can be hired on a stand-by basis.

Those on surplus status are to be paid 100 per cent of their wages for the first year of their contract, under the conciliator's report, and 80 per cent for their second and third years.

Community college teachers face a 10 per cent increase in their workload over the next two years. Elsewhere, a second court has dismissed legislation imposed on all public servants last year. It said that the wage cuts legislation in June and to the legislation setting civil service contracts in December were "without meaning" as they were written entirely in French. Quebec laws must be adopted in both French and English under the constitution.

Books in a bind

"The true university of these days is a collection of books," said Thomas Carlyle in the nineteenth century. Perhaps as never before the essential raw material of teaching and learning, research and scholarship is in jeopardy, the victim of a vicious spiral of rising prices and falling purchases. The current falling pound will no doubt help book exports, but all publishers agree there is little sign at home of better news in the near future.

Only two weeks ago Lord Donaldson in a debate in the House of Lords urged the Government to step in to break his spiral by setting aside a special sum to protect book purchasing in university, polytechnic, and college libraries. He said the position was now so bad an exception to government cuts was necessary. He did not expect - and did not get - much joy. But he did tick on a warning that his was an opening shot in what would be a protracted battle.

He was supported by Lord Wolfenden, a former chairman of the University Grants Committee, and chairman of the University, College, and Professional Publications Council of the Publishers Association, who said the position was "terrifying, devastating, and catastrophic".

The problem is as follows: in the halcyon days of the 1960s, buoyed along on the Robbins expansion of higher education, academic publishers seemed to succeed with almost every book, and over-extended in almost every direction. Then came the oil crash, inflation, public expenditure cuts, and an exceptionally strong pound in 1979/80 crippling the Commonwealth English language market on which British publishers relied. Production costs, most of all paper costs, rose, and further government cuts followed, reducing student numbers and library budgets.

The whole trade was forced to become more efficient and there were wholesale redundancies. Even Oxford University Press plunged into the red for the first time in 1980, and was forced into redundancies, while Cassell had to close its books division. Everywhere profitability fell. For the Charter Group of booksellers headed by Blackwell's in Oxford and Heffer's in Cambridge it dipped below 2 per cent. This year even Rowson is taking fewer British books. Rowson is taking photocopying and copyright reviewers grumbling about prices, students reading books in shops, book clubs, printing losing trade overseas, soft covers, and camera-ready "computer" copy all are just symptoms of this general decline.

But it is worth noting from the outset that the number of new titles produced each year - about 9,000 - is about 49,000 - has not fallen, and it seems to be generally agreed that no book "really" priority of being published fails to find a publisher. Norman Franklin at Routledge says that while fashions clearly change, "anyone who is good who can write to length a book that is marketable will find a publisher." Thus, he says, in view of recent pronouncements by Sir Keith Joseph, Secretary of State for Education and Science, on teacher training it may be less easy to promote books on the sociology of education.

There is with Carlyle, little doubt about the importance of books. A survey of 1,000 lecturers carried out by the UCPC in 1981 on the importance of different teaching aspects gave books a 96 per cent rating. Journals, 80, cyclostyled notes, 70, practical teaching, 69, and video, 44. But the commonest complaint of lecturers is that book prices are just too high.

What has happened to book prices? According to the Centre for Library and Information Management based at Loughborough University, which produces six-monthly reports, academic book prices have more than doubled in real terms since 1974. The average price of a book in 1974 was 24.59p, and in 1981 it was £12.15.

Certain subject areas have been hit harder by inflation. General science books (average price £22.38) and agriculture (£19.00) are five

BRIEFING

Paul Flather looks at the crisis in academic publishing

times as expensive, philosophy (£16.37), librarianship (£13.95), geology (£25.94) at four times up, and mathematics (£18.84), social science (£12.43), education (£9.52), medicine (£21.21), and geography and travel (£13.99) all more than three times up.

In 1978 the Prices Commission did investigate the prices, costs, and margins with particular reference to the publishing of technical books. It found seven firms making exceptional profits, but bound up by its own terms of reference, only recommended that publishers "exercise restraint". In general there is no evidence that these high prices have been turned into high profits at the publishing houses.

The latest issue of the quarterly bulletin of the Publishers Association, which represents all the leading firms, says the economy is still locked in deep recession with no real upward movement in sight. John Davies, in charge of the educational division of the PA, said the sale market was extremely tight, and library cutbacks were making matters worse.

So dismayed were publishers by the stream of complaints from academics about prices that last year the association produced its own leaflet explaining the costs of book production and pointing out that compared to a select group of other consumer goods such as tobacco, fuel, vehicles and transport costs, book prices had not gone up that much.

The leaflet also showed that the bookseller's discount accounted for 35 per cent of the book price, with 8 per cent for marketing, 9 per cent for fixed costs, 7 per cent for distribution, 17 per cent for production, leaving 9 per cent for author royalties, and 10 per cent for gross profit. Production costs which have been rising disproportionately included paper, binding, typesetting, and prework.

Another picture of how academic publishers are faring emerges from the comparative studies done by Inter Company Comparisons. In its most recent study of the three years up to 1981 it found profits generally halved, and a drastic increase in the number of companies making losses, even going into liquidation. It found prices had not kept up with rising production costs contributing to falling profits. According to the Department of Employment's book price index the value of output rose 8.9 per cent in 1981, while prices rose just 6.5 per cent. At the same time the cost of a typical school textbook went up 11 per cent, according to the Educational Publishers' Council.

The industry is also heavily geared towards exports and the share has fallen from just over a third in 1979 to less than 30 per cent in 1981. It is impossible to separate out the academic publishers from other leading publishers. But the report found pre-tax profits fell by a third in the first half of 1981 and by a fifth in the second half. Returns on capital fell from 25.1 per cent in 1978/79 to 11.5 per cent in 1980/81.

Looking in detail, for example, at Oxford University Press it is evident a major shake-out has occurred since it went £1m in the end of 1980. Turnover, in 1980, fell from £2,000m to about £1,000m, and in the humanities even 700. It still produces about 900 books a year, half of them scholarly works. Routledge and Kegan Paul, which must survive entirely on the market, still produces 240 titles a year, and has seen itself through the tough. Another sign of the times is that it now prints almost everything in soft covers, almost exclusively.

One of the acutest problems is the loss of the academic publisher's

The individuals with most cause for concern

The bookseller

Sales in campus bookshops have dropped by about 20 per cent in three years, according to Mr John Blagg, managing director of the University Bookshop in Cardiff, and chairman of the University and College Booksellers' Group. Students were clearly buying fewer books, but library budget cuts were also biting. The cut in overseas students, who tended to buy on average far more books, had also hit the trade. Students rely to a great extent on lecturer booklists, and booksellers plan to urge lecturers to supply early lists of recommended books to ensure they are in stock.

The librarian

University libraries last year reported cuts of 20, 30, and 40 per cent in book purchasing, mirrored losses, pressure on inter-library loans, and fewer special collections covered. University spending on libraries varied from 8.5 per cent of the total budget to 1.4 per cent. In 1981/82 spending per student varied from £85 to £25. Only two polytechnics increased spending between 1977 and 1981, while others reported alarming cuts, seven larger than 30 per cent. Local authority support in further education ranged from £1.70 in Barn-

stey to £20.67 in Bradford, two local authorities separated by just a few miles.

The academic

Generally it is harder to get into print, still the most accepted yardstick of success in the academic community. It is doubly hard for new or young academics to get published; a name or a role as a "telly don" clearly helps. But both commercial and university publishers will always find a place. The number of titles produced has not been reduced. Norman Franklin at Routledge and Kegan Paul said a lot of dreary re-written PhD theses from American campuses were not being published and that was probably a good thing. Academics also of course suffer the problem of higher book prices.

The student

The student has always found it hard to make ends meet. All surveys show she or he rarely spends the element allowed in the grant actually for books and stationery. A 1975 survey at Sheffield City Polytechnic found 5 per cent of students spent the same or more on book buying than nationally allowed, although many said they intended to spend more. In some cases no books at all were

bought. Invariably a student turned to the library as an alternative source, but these days libraries are less able to buy multiple copies. The most important influence on student book buying was a lecturer's reading list, followed by value for money, availability of library copies, price, and if a friend had bought a copy.

The publisher

Falling demand, rising costs, and a declining export market have squeezed profits in a textbook market worth about £70m in 1980. The pages of *The Bookseller* have over the years been filled with reports of redundancies and profit losses. One managing editor having cut staff from 43 to 23 was quoted as saying his neck was on the block if he could not get it right now. Publishers have used the following strategies: cutting print runs from about 3,000 to between 1,000 and 1,500 in five years; new technology, using camera-ready copy; new sales pattern ensuring a foreign - generally American - link up in advance; more emphasis on marketing; ensuring pre-publication sales are one third or more; reducing staffing and other overheads; printing overseas; reducing royalties. Perhaps too many titles are being published. But faced with a shorter print-run, firms are trying to keep up unit sales by producing more titles. They would never volunteer to cut the numbers.

have shown interest. But the system is open to great abuse - for example tokens could even be sold - and the NUS has always stood firmly opposed to any scheme that would interfere with student choice on how to spend the grant element. The Department of Education and Science nowadays does not bother to break down all the different elements in the grant.

But so severe is the book buying problem that new interest is being taken in such schemes. Professor Randolph Quirk, vice-chancellor of London University, for example has become extremely concerned about the problems facing students. "I am very worried that high prices are preventing students from acquiring the habit of buying books to furnish a room," he said. In February he hosted a lunch to discuss some ideas with publishers and academics. He is keen to pursue some mechanism of subsidizing book buying, or better still of encouraging cooperation between publishers to bring back the "cheap book", reminiscent of Alan Lane's shapely paperback revolution in the 1930s.

What might be done to break the vicious spiral? Over the years there have been various suggestions that might please Professor Quirk. In 1976 *The Times* carried an article headed "A publishing revolution above a mid-night bookshop", and in 1975 "Is there a man so bold to start Academic Monographs Ltd?" which suggested that 1,200 copies of a 120-page monograph using camera-ready copy prepared by authors, and soft covers, run by academics on a model of the Council for National Academic Awards, might cost £600 a run.

Another idea might be to examine the low-price book scheme run by the British Council on behalf of the Overseas Development Agency: to

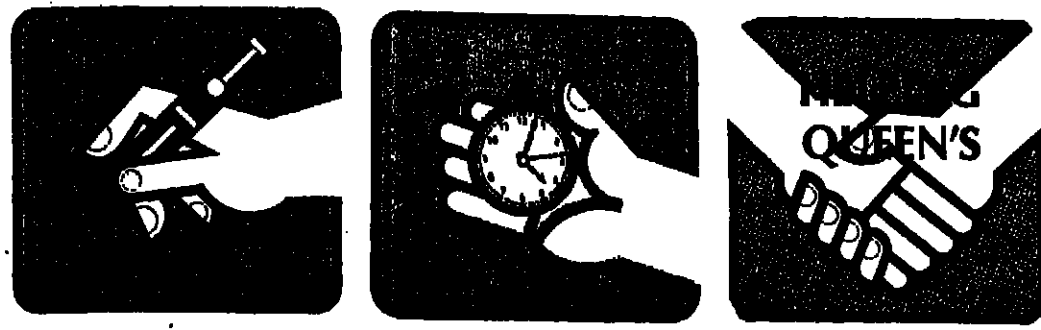
PROFIT MARGINS OF A SAMPLE OF ACADEMIC PUBLISHERS 1979-81

| | Profit before tax | Sales | Profit/Sales percentage |
|--------------------------------|-------------------|-------|-------------------------|
| | £000 | £000 | |
| Butterworth | 4506 | 10819 | 28.8 |
| Longman Holdings | 7838 | 45580 | 17.2 |
| Wiley & Sons | 780 | 7898 | 10.1 |
| Academic Press (London) | 127 | 1508 | 8.4 |
| Heinemann Group | 944 | 9841 | 8.5 |
| Hodder & Stoughton | 8038 | 23813 | 5.1 |
| Routledge & Kegan Paul | 158 | 1389 | 3.9 |
| William Collins & Sons | 2053 | 63738 | 3.2 |
| Macmillan | 918 | 28098 | 3.1 |
| Harman Group | 2482 | 24367 | 1.9 |
| Penguin | 1438 | 29104 | 3.2 |
| New English Library | 163 | 4899 | 3.6 |
| Aldine De Gruyter | 381 | 8981 | 3.9 |
| Total/Average for 31 companies | 198 | 1820 | 0.9 |
| | 28 | 833 | 4.7 |
| | | | 6.8 |

percentage change profit/sales 1979-80 1980-81 1981-82
Source: Inter Company Comparisons report on Book Publishers (1982)
Note: 1981-82 figures are preliminary and based on unaudited accounts

John O'Leary concludes his series on private funding with Sir Keith Joseph's views on the subject and Ray Footman discovers how important alumni are to North America's universities

A PEN + YOUR HAND + A FEW MINUTES = A FORMULA FOR



A fund-raising device sent to alumni by Queen's University, Ontario

Fund-raising, friend-raising

While waiting to meet the first of my appointments in Cambridge, Mass, I thumbed through the *University Gazette* and stopped at the article headlined "Harvard welcomes class of '86". Two hours later, en route to a typically hospitable American lunch, we picked our way through a family throng gathered in the rain on the greenward of Harvard's central campus watching their mid-frontal meek, all identified by caps emblazoned with "class of '87", posing happily in the rain for their group photograph.

In a sense, those first three hours at Harvard - in what was to be an odyssey covering private and public American universities from Boston to Carolina and California and Canadian universities from Montreal to Vancouver - gave me the essence of what is different in the attitude of North American universities to their graduates and vice versa. It also gave me some pointers of what we can learn from higher education in the States and Canada, not just about fund-raising - though they have plenty to tell us there - but also about the possibilities of building and then cementing university-graduate relations in such a way that financial support is not the cause of the relationship, but simply one expression of it. Also, that graduates potentially have a great deal more to give to their alma mater than money alone.

One alumni administrator - a defined category of university staff in the States where they are professional in their attitudes to this, as in many things - described the objective of his association as, "to keep the alumni interested, informed and supportive of the university". Many such universities have regional or state networks of graduate clubs which can have a variety of functions, but among these they act as an unpaid arm of the student recruitment programme. An active branch chairman may be expected to publicize locally the value of an education at this or her university and help to identify, and possibly counsel, promising candidates from local schools. The local association may even play its part in finding funds to help support an able, but impoverished, student during his studies.

An Ivy League university may already through a mixture of tradition and policy (Harvard welcomes the class of '86 - in 1982) have begun to prepare their students for participation in their alumni body, "the organization from which you cannot escape" (only a half-joking reference) from point of entry, and by involving student volunteers in the organization of class reunions, to identify potential organizers and community programmes for future class groups home campus. Most alumni organizations - some of which are totally non-profit, some of which are formally so - however, have a constitutional structure that provides for a central governing council, among whose functions may also be to organize the election or nomination of alumni members onto the major governing body of the university.

In almost all cases, however, there is a major commitment upon the president (or vice-chancellor), his senior colleagues and members of faculty (or academic) staff to contribute to the alumni relations programme. It is the aim of all universities to maintain an intelligent and record system - in almost all cases now computer based - which allows them both to maintain contact and "know" their graduates. Alumni are encouraged to keep in touch, not just with their address, but also about their career progress and perhaps family details - the next generation of potential entrants is often considered worth monitoring - and sources of public information, press clippings, professional journals, along with an informal information network from branch correspondents, are all employed both to ensure the graduate knows the university is interested in his or her progress and so the university is in a position to cast its communications network effectively.

A large institution could thus be in the business of maintaining a 200,000 strong graduate computer record, and employing perhaps up to 20 staff on this function alone.

The common thread of communication in every university I visited was the graduate magazine. At the top end of the range are institutions producing ten issues a year of a very high quality centring around festive material which attracts non-alumni subscriptions as well as graduate readers. Professionalism is evident in both the writing and the presentation and this cannot be achieved cheaply - one alumni magazine has six executive and six supporting staff to produce nine issues a year for distribution among its 100,000 strong graduate body.

While most such journals aim for general readability and seek to avoid undue "parochialism", many provide for additional brief sections which contain social, career, class group and regional branch news, often in particular combinations to suit the part of the graduate constituency to whom they are addressed. Some universities treat the free mailing of magazines to all graduates as a necessary expense, some relate continued mailing after an initial period to subscriptions or voluntary contributions to alumni funds; all solicit advertising quite successfully and the Canadian alumni magazines are currently developing an advertising format which may be provided on campus for alumni.

The formal structure of alumni groups varies considerably as between universities, depending in part on tradition and in part on the spread of their graduates. Major universities which recruit nationally rather than state or province-wide tend to have a more developed geographical defined network of branches. Bigger institutions, with devoted structures may have an organizational pattern based more on allegiance to particular colleges or graduate schools. Those having a high proportion of graduates living locally may put most of their effort into community programmes based on the well-being of graduates in Canadian homes. Some of which are totally non-profit, some of which are formally so - however, have a constitutional structure that provides for a central governing council, among whose functions may also be to organize the election or nomination of alumni members onto the major governing body of the university.

It is then perhaps, that the key function of "friend-raising" comes into its own and where there is a major lesson for the UK.

The author is Information officer at the University of Edinburgh.

Money buys freedom

It has hardly come as a surprise that Sir Keith Joseph's infrequent pronouncements on higher education during his 18 months at Elizabeth House have laid heavy emphasis on the need to encourage more private money into the sector. As a doyen of Conservative theoreticians, his commitment to privatization and cutting public expenditure was never in doubt and neither was his scepticism about the value of some courses in the social sciences.

Having inherited a university system already in the throes of its most dramatic contraction and a public sector struggling to cope with the conflicting pressures of rising student demand and shrinking resources, there may have been little scope for immediate action. But, apart from consistent encouragement for private initiatives in his speeches, neither the stick nor the carrot has been much in evidence to produce the desired result.

Sir Keith's most publicized incursions into the fields, resurrecting proposals for student loans and recommending a Royal Charter for the University of Buckingham, have been important signals of intent but marginal compared with the degree of change outlined in last year's "Think Tank" papers. They envisaged a complete end to direct funding for universities, colleges and polytechnics, allowing the University Grants Committee and the National Advisory Body to wither away as a result. Instead, the market would operate through the payment of full-cost fees (then put at more than £4,000 a year) while the Government's contribution would be restricted to some 3,000 means-tested scholarships for the best candidates.

Loans were a natural but small part of a scheme to save £1,000m. Although the higher education element of the "Think Tank" exercise dealing with the welfare state as a whole was never confirmed or denied at the time, Mrs Thatcher subsequently refused to divulge its details to a select committee. Sir Keith now confirms that the plan was stillborn. "They were simply an internal survey of theoretical options, but not even studied by ministers. They have no status as working papers at all," he says.

Neither the present Government nor a re-elected Tory administration would wish to go so far, except where student loans are concerned. And, despite the wealth of information, projections, comparisons and judgments which must exist by now aimed at reducing the proportion of state funding to about 80 per cent, he believes that such a target is by no means unrealistic because universities are blessed with certain advantages in appealing to private donors. "Universities have in their gift something that practically no one else has, and that is near immortality." "The Government has made it easier for those wishing to give by reducing the minimum period for endowments from six years to four, although Sir Keith recognizes that Britain does not offer comparable tax concessions to those available, for example, in the United States. Further changes are a matter for the Treasury, but he does not expect a substantial shift.

With many universities - and some public sector institutions - now making a virtue of necessity and putting much more effort into attracting private funds, things are moving in the right direction. But softy, softly appears to be the approach for the moment. Sir Keith says: "There is no secret decision to do anything about this. There is no immediate threat to the universities to start cutting their grant level beyond what has already been done." Could it be that, as many found when he was Secretary of State for Industry, Sir Keith's bark will turn out to be worse than his bite?

says a university should have so many faculties.

Sir Keith would like Buckingham's success to serve as encouragement to private enterprise in higher education but he is realistic about the chances of other institutions following in its wake. "I don't imagine that there is going to be a flock of them springing out of the crowd."

More likely is a growing movement for the DES to resume some responsibility for monitoring standards in the private sector. The present vacuum had already been brought to Sir Keith's attention by Dr Keith Hampson, Conservative MP for Ripon, and is receiving attention as a result even before the working party serviced by the British Council makes its formal recommendation.

"There is a certain strength to the argument that we should concern ourselves with this, but I am in favour of spending less public money, not more," Sir Keith says. Without ruling out a certification scheme, he points out that the department's responsibility for private schools is now minimal and some contribution had been made with a new regulation this year barring the use of "university" or "institute" in the titles of new private colleges.

Sir Keith's greater concern, however, is one mirrored in recent speeches by Mr William Waldegrave,



Sir Keith: softly softly approach

under-secretary for higher education, for reducing the level of state funding in the universities. "Apart from anything else, I believe it is not healthy for them and what they stand for to be in near total dependence on the fluctuating circumstances of public funding," he says. "I think the reality of academic freedom requires them to have some resources of their own so that they can occasionally cock a snook at government."

But he adds: "I am not a romantic. I do not believe there was a golden age. The medieval university was presumably ecclesiastical and not absolutely independent, but I do not think the present 95 per cent dependence is good for them." His aim is for the universities to raise 10-15 per cent of their income from private sources initially with the eventual aim of reducing the proportion of state funding to about 80 per cent.

He believes that such a target is by no means unrealistic because universities are blessed with certain advantages in appealing to private donors. "Universities have in their gift something that practically no one else has, and that is near immortality." "The Government has made it easier for those wishing to give by reducing the minimum period for endowments from six years to four, although Sir Keith recognizes that Britain does not offer comparable tax concessions to those available, for example, in the United States. Further changes are a matter for the Treasury, but he does not expect a substantial shift.

With many universities - and some public sector institutions - now making a virtue of necessity and putting much more effort into attracting private funds, things are moving in the right direction. But softy, softly appears to be the approach for the moment. Sir Keith says: "There is no secret decision to do anything about this. There is no immediate threat to the universities to start cutting their grant level beyond what has already been done." Could it be that, as many found when he was Secretary of State for Industry, Sir Keith's bark will turn out to be worse than his bite?

The minority voice

I want to be constructive. There is no point now in blaming anybody. The blame has all been apportioned and ignored. Some months before the Martiens landed, I wrote an article (*THE*, March 20, 1981) urging small university departments to unite for innovation in teaching and research, and argued that by doing this they could at the same time confront the devil of uneconomic scale. Like most academics I was likely to be too late with any suggestion to do with survival; for I did not foresee the magnitude of the cataclysm. I do not intend to whine in the rubble. I would rather put forward a proposal that is both modest and radical, and is, I believe, subject to no particular limitation of time.

Let me state the old problem: small departments representing minority disciplines have no capacity for survival in any world of strict full-time equivalent students economics, let alone contracting resources. Many small units have been severely hit by voluntary restraints of members of their teaching staff. Two departments from a group of six teachers from a group of six teachers means a cut of 33 1/3 per cent in teaching resource. This is not alleviated by the benefits of large scale which enable a bigger group to shed its particular minority interests and concentrate on majority requirements that it can still efficiently discharge. Small disciplines are cut to the essential quick. Often the minority subject taught by a small department is a traditional subject, such as a less taught language, theology, or philosophy.

Outside the recently founded universities, these subjects usually have two or three teachers who are of an age to sever themselves happily within the financial terms offered. The survivors who remain bobbing in a chit sea of toleration usually are three or four of the original crew. They are too many for the spare purposes of "service teaching" which is a peripheral, largely factitious charity. Combined honours courses involving small disciplines in a lean-to relation to large are unlikely to become popular enough to provide efficient or satisfying use of their time. For 20 years the variety of subjects taught in British schools has been declining. Language study especially has decreased in proportion with Britain's increasing intimacy with Europe. Our system of concentrated and specialized pre-university study, together with the collegiate and small-scale nature of British university organizations have indeed deeply a prejudice in favour of single-honours courses.

The solution I propose is that small subjects should be lifted out of their decreasingly comfortable matrices in their own universities, amalgamated in one or more universities to become units of high-powered teaching and research of national and international significance in their respective disciplines. That there should be three or four centres for a particular minority discipline placed in different regions of the country seems reasonable and feasible.

Let us consider a specific example: classics, which is my own subject. And let us look at the university provision for this discipline in the South of England. We shall exclude London, with its Institute of Classical Studies, and Oxford, with its ancient magnificence and numerical predominance in classics staff. In the universities of Reading, Exeter, Southampton, and Kent, there are departments of classics which were already small enough in their state of antiquarian integrity, but are now too small by any standard. Southampton's faculty of arts has devised a system of aggregated departments, small linked with large, which will provide life-support in an attenuated atmosphere for small disciplines to continue with their work. But how much more efficient and productive in every sense it would be if the classical staff at Southampton could join with those at Reading and Exeter and Kent in one institutional Avoiding the usually inevitable cluster of withered compromises, these universities could make a new union of the talents and resources in clas-

David Rankin makes some proposals for improving the lot of small departments

sics at present dispersed throughout the region. This move would enhance the variety of teaching and research in a striking fashion. The school (call it what you will) would be effectively competitive in the region with the two large entities I have named. Freshness of prospects, need to innovate, and regenerated hope would give it certain advantages over its senior neighbours. The new organism would be planted in one of the universities I have mentioned: the choice could be settled after protracted wrangling, an agreeable secondary gain for the academics charged with making the decision.

I am sure that this kind of reorganization of smaller subjects so that each had a few national centres in excellent facilities would be of great benefit to learning, and would be cost-effective in terms of FTEs. Some acute dilemmas (they are not all of them severed by any means) may ask why, while we are about the matter, do we not concentrate all the minority disciplines in their natural habitats, viz. Oxford, Cambridge, or London's multicellular body of institutes and colleges.

I would remind him of my insinuations about the desirability of innovation. There is no point in reproducing or adding to old patterns of academic behaviour in a new environment. These long established centres of minority subjects have their own set ways. The migration enterprise, like most colonial novelties in the new homeland, is a failure. Choosing the sites for the new amalgamations will be an obvious practical problem. An even more severe obstacle facing the realization of a scheme like this will be the difficulty of moving academics and their families from one university to another.

I refer to psychological rather than financial or practical difficulties. The cost of moving people from one job to another is not in itself impressive. It is larger a matter of helping with change of house, guarantees or interest-free bridging loans for specified periods would take much of the anguish out of this; and the cost of transporting furniture and other possessions would not amount to a fortune. The overall cost to the university system in this country would be much less than keeping staff underemployed (so far as that concept is applicable to academic life) or restricted to marginal teaching and limited research. The managerial cadres of our universities, and the University Grants Committee or its successor body, would have a good bargain before them, without bad blood. The British universities would gain in intellectual distinction from the creation of new departments out of old, and in their new locations the staff involved would soon be earning good revenue in student units.

Transfer of funds relating to salaries from one university to another might cause some difficulty, but the cloy could be softened for the relinquishing university by paying it some voluntary money already voted for extra money from the same source could be given to the accepting university, allowing the relinquisher to keep what it has. There are many ways of coping with these mechanical and legal difficulties in the path of realizing this kind of scheme would appear to be, the prospect of a more creative and cost-effective use of intellectual resources should be so attractive as to make them seem trifles.

Need I remind you that I am talking about academics who have no stomach for the Japanese-sounding ritual of voluntary severance? Or

that it looks as if universities will not be able to disemploy academics against their will without the whole system being riven destructively by lawsuits of dubious outcome, but certainly horrendous cost? If I were involved in the financial management of a university, I should not be too upset at the immediate cost of sending off to happier dwellings those tiny academic groups who are unable, sometimes because the bigger groups will not permit them, to earn their keep in FTEs. I might myself a civilized tear or two on my way to the finance committee, but I would reflect that there would be at least one stubborn character who would refuse to move whatever the attraction, and that it would be his duty to concede big departments suddenly anguished by imminent cultural deprivation with the cosmetic balm of his service teaching.

Let me return to the psychological difficulties that I mentioned. They concern individuals rather than institutions. I am sure that I am expressing the view of a very small minority in the profession at the present time when I say that I would be happy at the prospect of moving if it meant membership of a larger group with wider teaching range and more varied research prospects; provided that there were no impairment of contractual or professional status; that the salary was no less; and that the process of moving were made as painless as is reasonably possible. I know also that the mere fact of movement would stick in the gullet of most of my colleagues. For reasons which I cannot discuss here, British academics are hard to shift: they will think long and complex thoughts before accepting promotion to a chair, if it happens to be in a university at the other end of the country. They hate like the gates of hell the idea of moving within grades. They may have understandable reasons for these attitudes; but the fact is that members of our professions do move, and sometimes have to. Managers in business have to go to whatever town their employers prescribe. Very few clergy have a parson's freehold. Members of the armed forces regard change of residence as an accepted inconvenience of their calling. It is too much to expect academics to modify their attitudes for a professionally regenerative purpose?

I believe that if a proposal of the kind I have been considering were to achieve the firmness of a distinct plan, academic resistance to it would slacken and be replaced by acceptance. Provided that they are not faced with the crude prospect of the sack, university people are as ready as any other section of society to persuade themselves that the direction they are being pressed to take offers, after all, many advantages. Some pressure will be needed to initiate a scheme like this, and the pressure will have to come from outside the universities themselves.

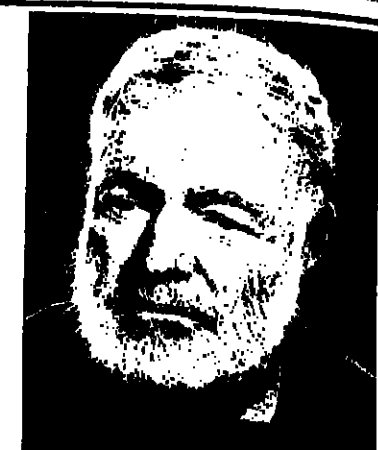
The UGC has not got the Hell or Connaught authority to apply blunt compulsion even towards a constructive end. On the other hand it has shown recently that it has the capacity to consign whole universities and their academic components to a financial limbo. By means of changed monetary cuts they have changed the character of some institutions almost out of recognition. The process has not been inhibited by the "chartered status" of British universities, or that university autonomy which everybody talks about, but nobody has defined. I do not want to underestimate the legal and administrative problems likely to attend the removal of departments from one university to another. I would say they are not insuperable, but that some intervention from the UGC or something like it will be needed to get the scheme started, strong and persistent, to be the patient and intelligent strength of the brain-surgeon that is required, not the chop-logic of the slaughterman.

Need I remind you that I am talking about academics who have no stomach for the Japanese-sounding ritual of voluntary severance? Or

The author is professor of classics at the University of Southampton.



Orwell: "making use of him is difficult."



Hemingway: followed by the FBI

Tell no secrets

John Field compares American and British attitudes to the release of classified information

Was Ernest Hemingway a Communist? The Federal Bureau of Investigation, according to evidence in a 124-page report on the American author's political activities and associations compiled between 1942 and 1974, noted that Hemingway "was included in the group of names of individuals who were said to be engaged in Communist activities" in autumn 1940. The report also shows that the FBI monitored and eventually sabotaged Hemingway's attempts to spy upon Cuban-based pro-Nazi Spaniards, and was still following him when he entered the Mayo Clinic in Minneapolis a few months before his death.

Although such scurrilous details may be interesting, and even highly significant to some scholars, they are hardly the contemporary equivalent of firm proof of the identity of Shakespeare's dark lady. Still, they do offer some kind of background against which to set the subterranean workings of Britain's highly restrictive Public Records Acts, recently scrutinized by the Select Committee on the Arts, whose report is due shortly.

The Hemingway file was one of thousands released years ago under the American Freedom of Information Act. It was discovered by Professor Jeffrey Meyers of the University of Colorado, who has written of his findings in a forthcoming issue of the *New York Review of Books*, and is intended to write a biography of Hemingway. The British security services compiled a similar, albeit rather briefer, report on George Orwell, as Professor Bernard Crick discovered when writing *George Orwell: A Life*, after approaching the Foreign and Colonial Office. Crick was told by David Owen, then Secretary of State, Dr. David Owen, that although the Orwell file would have to remain secret, the India Office librarian would prepare a digest of it, which a civil servant might read aloud while Crick, scribbling furiously, wrote down as much as he could manage. Orwell would have enjoyed the irony of the situation, as well as the final entry on the file, which soberly concluded in 1943 that "making use of him is difficult".

It is hard to see what public interest is served by the continued withholding of a file, compiled 40 years ago, on a man who died in 1950. Evidently a number of private interests find it convenient to control access to information; and in Britain such interests are largely left unchallenged. The position of British government departments is one that many American federal agencies must envy: certainly they are doing their best to enervate the Freedom of Information Act, with the wholehearted support of President Reagan, whose administration clearly regards open government as a nuisance; at best, subversive at worst.

The FBI stepped up its destruction of field office files some years ago. Act was strengthened following the Watergate and Pentagon disclosures of the early 1970s. Among materials strewn were files on the American Legion, and records concerning the internment of Japanese-Americans during the second world war. The bureau has tended to "sanitize" its files by removing references to those persons it has been forced to release. Hemingway file had been removed, and a copy of the report of the

administration have introduced a series of proposals for a Freedom of Information Improvements Act. The new measures, if accepted, would end existing requirements for agencies to demonstrate that secret materials had been properly classified, empower the Attorney General to create exemptions for processing requests, and allow agencies to withhold "commercially valuable information" (including data relating to health and safety, nuclear hazards, and contents labelling for food and drugs). President Reagan last year signed an executive order urging agencies to upgrade the principles of classifying documents, rather than continuing to classify them at the lowest possible level of secrecy as under the Carter government.

The lobby against freedom of information in the United States is a large and powerful one. Nevertheless, the FBI and the National Archives and Records Service have found themselves challenged in court in at least two cases. In one, the publishers, journalists, teachers and lawyers American historians are fortunate to have such problems. The difficulty in Britain is not simply excessive shredding and obsessive secrecy; it is often extremely hard simply to find out what is going on, either in departmental records offices or in the Public Records Office. Public Records policy is infrequently debated, while the Lord Chancellor's advisory council has very limited power and consists of invited experts who are not accountable, directly or indirectly, to their colleagues; the advisory council's complaints concerning the Government's neglect of the Wilson proposals to open up public records policy went almost completely unnoticed in Whitehall.

More remarkably, the Government's own response to the Wilson committee's proposals seems to have been ignored by most government departments. It is not easy to prove this: when I wrote recently to find out whether the two main reforms urged by the Government (the maintenance of lists of historians to advise departments on which records to preserve, and a review of the system by which some departments are allowed permanent closure of certain records) elicited a straightforward reply, together with a lady from the Lord Chancellor's office, told me to wait until the Select Committee on the Arts published its report. Then I would find out what was going on.

The select committee report will be interesting, of that I have no doubt. But I suspect I can guess some of its conclusions, and if I am right it will be even more interesting to watch the way the Government responds to the apparent inability of most departments to meet the recommendations of a White Paper that, at the time of its publication, was almost universally denounced by historians as excessively timid.

The author is tutor in economic and social history at Northern College.

BOOKS

Swift's verbal manoeuvres

by Frank Stack

Jonathan Swift: the complete poems edited by Pat Rogers
Yale University Press and Penguin, £26.00 and £9.95
ISBN 0 300 02966 7 and 14 042261 7

In this superb edition of Swift's poetry Professor Rogers makes a fascinating but historically remote poetry come alive in a modern-spelling text, and with the help of a full and sensitive critical commentary.

For each poem he provides the most recent bibliographical information about composition, publication and text; he explains the historical and often the personal context; he summarizes critical studies, and offers extremely useful comments on Swift's distinctive poetic language. In particular he notes Swift's use of colloquial words, literary allusions, wrenched accents, "Irish" rhymes, and "generic transfers" from one literary genre to another. Furthermore the edition contains a biographical dictionary of Swift's contemporaries which Pat Rogers can rightly call "the easiest reference guide to Swift's personal contacts and relationships" which so deeply inform this poetry.

This edition is noteworthy also from the bibliographical point of view in that it draws upon but does not simply follow Harold Williams's seminal edition of 1937 (revised in 1958). Whereas Williams used early editions (and generally the earliest) for his text, Pat Rogers, wherever possible, has used Faulkner's 1735 edition which recent evidence has confirmed as "overwhelmingly the most reliable collection" of Swift's verse. By using this, and by making reference to the manuscripts and early editions, Pat Rogers has attempted to re-establish the text of these poems. Some of the changes proposed are challenging, indeed provocative: the daring political passages in "On Poetry: a rhapsody", normally omitted, are here reinstated. Pat Rogers has also printed the poems in as near a chronological order as can be established, helped here by the Terpink/Scouten bibliography of Swift (1963) and D. P. Foxon's *Jonathan Swift: A Critical Study* (1975). In this sense Pat Rogers's edition supplements the Williams edition, approaching the subject at all, but rather what it shows us about its author."

It is in this latter area that the edition is most challenging. What is the significance of the kind of commentary Pat Rogers provides here? How far does it encourage us to reassess the nature and the value of Swift's poetry? Does this edition suggest that Swift's poetry should be known beyond the circle of eighteenth-century specialists? To answer these questions we must first see them in a larger context. Swift's poetry challenges many of our fundamental assumptions, recognized or not, about the nature of poetry, parody, and the nature of the poet. In his pioneering essay of 1964 "Swift's View of Poetry", Herbert Davis asserted that Swift was "in his casual and contemptuous manner the most extreme example that we have ever had in England of reaction against the heroic or romantic view of the poet's function and art". Unlike Dryden and Pope, who accepted those high evaluations of the poet's imaginative power and his social and cultural role, Swift mercilessly satirized the poet's imagination as idle fancy, its products as willful self-deception, and the assumed public role of the poet as preposterous egotism.

The climax of Swift's attack on poetry comes in his fantastic parody of the metaphysical theory of mental activity in the *Discourse on the Mechanical Operation of the Spirit*. The brain must be considered a mass of little animals clinging together like bees in a swarm; from this the following image is deduced:

That all Invention is formed by the Morsure [biting] of two or more of these Animals, upon certain capillary Nerves, which proceed from thence, whereof three Branches spread into the Tongue, and two into the right Hand . . . that nothing less than a violent Heat can disentangle these Creatures from their hamated [hooked] Station of Life, or give them Vigor and Humour to imprint the Marks of their little Teeth. That if the Morsure be Hexagonal, it produces Poetry; the Circular gives Eloquence; if the bite hath been Conical, the person whose nerve is so affected shall be disposed to write upon politics . . .

Needless to say these ironies are double-edged and highly ambiguous: does only the slightest shift turn satire into poetic vision, and vice versa?

How do we begin to interpret and evaluate the poetry of a man who professes such views of verse and whose own poetry seems by its very nature to imply such ironies? Thanks to the compelling force of Romantic aesthetic theory and literature the problem for us is even greater than it was for Swift's contemporaries. We now possess the inheritance of Wordsworth, Coleridge, Blake, Shelley, and Yeats on the primacy of poetic imagination. We assume, know it or not, Hegel's interpretation of lyric poetry as the expression of the subjective apprehension of experience. Despite the efforts of Eliot and Pound to depersonalize poetic language we construe poets out of language and visions out of words. In every short poem there is a nightingale longing to set flight.

In the last six years there have been, to my knowledge, four full-length studies of Swift's poetry, two collections of essays, and a host of other essays on individual poems. Valuable though these are, they reveal the extraordinary difficulty we must all feel when interpreting and evaluating this poetry. How do we cope with what looks like the doggerel thinness of its poetic texture? Nora Crow Jaffe in *The Poet Swift* (1977) asserts that Swift's language is given its unique power by "the force of his projected personality" and "the richness of his satiric experience". John Irwin Fisher in *On Swift's Poetry* (1978) claims: "perhaps the chief value of Swift's poetry is not what it tells us about its subject at all, but rather what it shows us about its author." The poems show above all "the ways in which Swift sought to temper his hubristic indignation with the world into a morally responsible reaction" through the medium of verse.

While these two studies are very author-orientated, Peter Schakel's *The Poetry of Jonathan Swift: Allusion and the development of a poetic style* (1978) represents an attempt to revalue the poetic texture of Swift's

verse and to discover its rhetorical strategies, and in particular its use of allusion. Despite its limitations, that study encouraged a closer attention to Swift's textuality, evident in many of the essays in *Contemporary Studies of Swift's Poetry*, edited by J. I. Fisher and D. C. Mehl (1981), and in a German study, Arno Löffler's *The Rebel Muse* (1982), which significantly attempts to approach Swift's poetry in terms of his own "poetic" rather than according to the critical languages provided by nineteenth and twentieth-century aesthetic theory.

It is here that Pat Rogers's edition is so significant and so timely since it enables us to look at the text of this poetry in a fresh and lively way. Although he does not himself avowedly take any critical stance, and indeed alludes to virtually all published criticism of the poems from whatever viewpoint, his edition is notable in that it brings to the fore in a new way Swift's verbal skill and linguistic dexterity. While Williams and Schakel confine themselves to direct literary allusion, Pat Rogers brings out a much wider range of parody and echo in style and tone, noting countless classical, biblical, and contemporary references. Swift's poetry becomes genuinely, at times almost essentially, a poetry of intertextuality in which author might even be said to disappear.

He emphasizes also Swift's lively attention to eighteenth-century colloquial speech, noting some thirty parallels with Swift's brilliant study of colloquial banality, *A Complete Collection of Polite and Ingenious Conversation*. Here we see Swift exploring the ironies of one of the modes we see also in Swift's persistent parodies of the styles and conventions of accepted literary forms, the pastoral, the Pindaric ode, the Ovidian myth, the night-piece, the love poem, the panegyric, the Horatian satire, the Georgic description. Although it is not new to emphasize Swift's parodies of such styles, Pat Rogers's commentary shows how pervasively Swift uses what he calls "generic transfers", in which the words of one style are employed in "formally inappropriate" contexts. For example, in a mock panegyric on syphilis, "Petbox the Great" (the title an anagram of "the pox"), Swift meditates in sonorous rhetoric on the origin of this great prince:

On whether, as the learn'd contend, You from your neighbouring Gaul descend;
Or from Parthenope the proud, Where numberless thy votaries crowd . . .

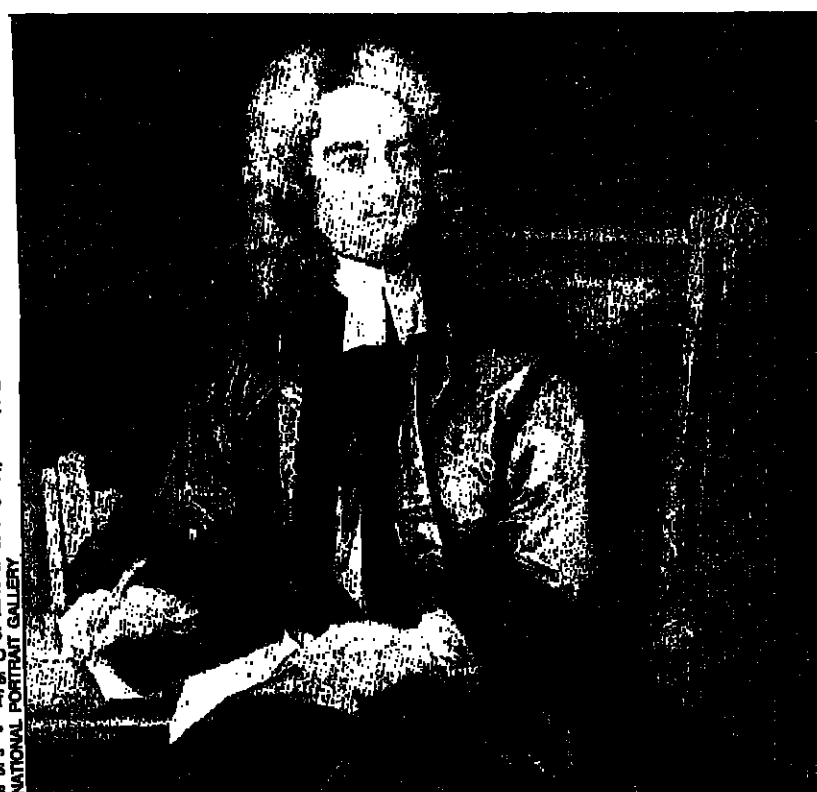
Pat Rogers points out that "French disease", "French pox" and "French-sick" were all terms for syphilis, and tells us that "Parthenope" was the ancient name for Naples, and that "Neapolitan disease" was yet another

truer to Catullus's words than any yet printed. He has the right to make up his own mind, although few will agree with his every conclusion, and students using the book will need to exercise much caution, for the text is strikingly different from the standard Oxford text by Mynors. For example, in the first poem, Mynors's last two lines read:

qualecumque, quod, <S>
plus uno manent perenne sacro.
Whereas Gould's reads:
qualecumque quidem patroni ui ergo
plus uno manent perenne sacro.
And in the second poem, Mynors's lines 7-8 read:
et solacium sui doloris,
credo, ut cum grauis acquiescat ardor.

Gould's are:
credo, ut, cum grauis
solacium sui doloris.

Gould's dogmatism is not (for obvious reasons of sense or metre, separate poems have sometimes been conflated. Gould's asserts that his text is



Jonathan Swift, a portrait by Charles Jervas, 1718.

name for syphilis. We then realize that the languages of panegyric and poetic rhetoric are satirized here just as much as the pox itself. Indeed it is hard to say which is the real subject and which in fact is the cultural disease.

By drawing attention to these "verbal manoeuvres" and textual strategies Pat Rogers has certainly underlined what is the central point of the edition: "The verbal texture of Swift's poetry is more dense and richly freighted than was once supposed; it is the job of a modern editor to keep up with our new critical awareness, and to give concrete evidence of these poetic resources actually in play". This, in fact, is very much in accord with what some modern theorists say about the nature of all texts; as Barthes puts it in "From Work to Text", every text is "woven entirely with citations, references, echoes, cultural languages (what language is not?), antecedent or contemporary, which cut across it through and through in a vast stereophony . . . the citations which go to make up a text are anonymous, untraceable, and yet already read: they are quotations without inverted commas".

Pat Rogers's edition makes it unnecessary, and, arguably, impossible to do what many critics have tried to do, to construct any single image of the poet Swift, be it the emotional, violent poet of the "Legion Club", the pathological writer of "The Lady's Dressing Room", the sardonic

ironist of "On Poetry: a rhapsody", or the Olympian of the poems to Stella. No single image, no concepts of the "rich and complex personality", and no pattern of development will adequately do justice to this collection of poems.

What makes Swift's poetry so compelling is that it sees through the forms of discourse while at the same time completely depending upon them. In doing so, it demands new ways of thinking about its relationship with "reality" and "the actual world". It focuses not on "imaginative vision" (however reconstructed) nor on merely conventional views of the world. It seems to assume that "the poet" is in the world like everyone else, and that poetry discovers its "truths" most fully through infinitely circulating parodies of itself.

Not beggar's brat, on bulk
Not bastard of a pedlar Scot;
Not boy brought up to cleaning shoes,
The spawn of Bridewell, or the
Not infants dropped, the spurious
Of gypsies littering under hedges,
Are so disqualified by fate
To rise in church, or law, or state,
As he, whom Phoebus in his fire
Hath blindest with poetic fire.

Frank Stack is lecturer in English at the University of Southampton.

Strikingly different

Catullus
edited with an introduction,
translation and notes by G. P. Gould
Duckworth, £24.00 and £9.95
ISBN 0 7156 1435 3 and 1710 9

There are only three significant manuscripts of Catullus, all of which derive from one lost twelfth-century archetype. Professor Gould estimates that by the time of the first printed edition in 1472 the text "had contracted, above all, over the years been corrected with a fair degree of certainty, but many have not; there are numerous gaps, all too often the text transmitted is obviously wrong for reasons of sense or metre, separate poems have sometimes been conflated. Gould's asserts that his text is

truer to Catullus's words than any yet printed. He has the right to make up his own mind, although few will agree with his every conclusion, and students using the book will need to exercise much caution, for the text is strikingly different from the standard Oxford text by Mynors. For example, in the first poem, Mynors's last two lines read:

qualecumque, quod, <S>
plus uno manent perenne sacro.
Whereas Gould's reads:
qualecumque quidem patroni ui ergo
plus uno manent perenne sacro.
And in the second poem, Mynors's lines 7-8 read:
et solacium sui doloris,
credo, ut cum grauis acquiescat ardor.

Gould's are:
credo, ut, cum grauis
solacium sui doloris.

Gould's dogmatism is not (for obvious reasons of sense or metre, separate poems have sometimes been conflated. Gould's asserts that his text is

brief, and hardly mention textual matters. The "critical notes" are simply a list of "significant departures from the manuscript tradition when they have not already become the textus receptus", identified from a list of "sources of conjectural emendations", which is not in fact complete, and is of little use except in conjunction with a far fuller bibliography than Gould provides.

However, this edition is not primarily intended for the scholar or student, but for the reader with perhaps a little Latin who, with the aid of the fairly literal translation printed opposite the text, the brief interpretative notes, and the useful hints on "reading Catullus aloud" (helpfully explaining the metres by comparison with English equivalents), will be able to get some feeling for the original. The prose translation is, perhaps, confusingly printed on lines which correspond roughly though not precisely, with the Latin.

Gould claims that it "aims at combining accuracy, clarity and elegance". The first two ambitions are generally achieved, though Gould funks the obscure words (so *futuri* becomes "gets on the job", and *irruere* becomes "stuffs"). The third aim, however, sometimes comes a cropper - "it have many boys, it have many girls desired", "but if perchance she is joined in wedlock to the slain", "doctor's drooping dinky". The author's years in America have led him to represent sums of money as "ten" or "a hundred grand" (we also find "bosom pal").

Caution, then, is required in approaching this new Catullus, especially on the part of students, but the editor's eager enthusiasm for his author and determination to overcome the difficulties in the way of making him widely accessible are much to be admired.

Peter Howell

Peter Howell is lecturer in classics at Bedford College, London.

BOOKS

Peel's kindness to Ireland

Peel, Priests and Politics: Sir Robert Peel's administration and the Roman Catholic Church in Ireland 1841-1846 by Donal A. Kerr
Oxford University Press, £22.50
ISBN 0 19 828191 5

Gibbon's remark that history is little more than a register of the crimes, follies and misfortunes of mankind might have been written, one feels, with Anglo-Irish relations in mind. Yet, as Edward Norman reminded us twelve years ago in his *History of Modern Ireland*, there is another side to Irish history - the story of those Irish Catholics who wished to remain in the Union, of those English who tried to do justice to Ireland, and of those conciliators and reformers on both sides of the water who worked to create the conditions in which all these things might be possible.

This is an aspect which nationalist history, based on the axiom of Anglo-Irish dualism, is bound by its own logic to obscure and where possible to ignore. The fact that in the end conciliation, kindness and reform failed to preserve the unity of the British Isles does not remove those aspects from the history of Ireland; it merely makes it unfashionable to dwell on them. History for the most part sides with the big battalions.

In this excellent book Professor Kerr has chosen as his subject precisely one of those constructive phases in Anglo-Irish history, the attempt by Peel in the 1840s to coun-

teract Daniel O'Connell's agitation for the repeal of the Union. His policy was the more remarkable since it involved fundamental changes in that most sensitive of fields, the institutional relationship between the Protestant state and the Roman Catholic church. In almost every other state in western Europe it would have been a relatively simple matter to arrive at a concordat with the Papacy authorizing a degree of secular control over the Roman church within its border; George IV as King of Hanover had no difficulty in doing so. The church in Ireland, however, was that strange phenomenon, a branch of the universal, authoritarian, hierarchical church which was nationalist, popular, and fiercely independent. It was this which Peel had to face when he set out to improve the endowments and vocational training of the Roman Catholic laity for the first time the opportunity of securing university education in their own country. He succeeded in his first two aims; failed in the third. As this important study demonstrates, the two thirds of his programme that did succeed was more effective than either Peel or the British public ever realized.

For the writing of such a book as this Donal Kerr, professor of ecclesiastical history at Maynooth College, is admirably, perhaps uniquely well qualified. The story from the British government side is tolerably familiar. What he has been able to do is to round out that story with the first detailed study of the episode from the point of view of the Irish ecclesiastics with whom Peel had to deal. He has produced a vivid and informed picture of the character and inner workings of his church at that period which no Protestant and few Catholics could hope to equal. His exact and comprehensive scholarship, moreover, is made the basis for judgments and conclusions that are eminently impartial when one reflects that he is dealing with an episode which aroused much passion in

its own time and even today is difficult to approach without vestigial prejudices and sympathies. It is characteristic of the admirable balance of the book that its two heroes, so to speak, are Peel the Protestant Englishman who defied his party and much Anglican opinion in a serious attempt to solve the Irish problem by kindness, and Murray the Roman Catholic archbishop of Dublin who responded generously to that initiative despite bitter and prolonged intimidation from his co-religionists. That in a wider sense neither prime minister nor prelate was able to bridge the gulf of distrust and fear between English and Irish showed the depth of the historic problem with which they were grappling. They were not the first nor the last to be defeated in their search for a solution as much by history as by politics.

Nevertheless, that the story of this episode can be written with such charity and justice is in itself a contribution from the postwar school of Irish historians who have already done so much for a better understanding of our common past.

Norman Gash

Norman Gash was until recently professor of history at the University of St Andrews.

A lustful king?

King Edward III by Michael Packe
Routledge & Kegan Paul, £12.95
ISBN 0 7100 9024 2

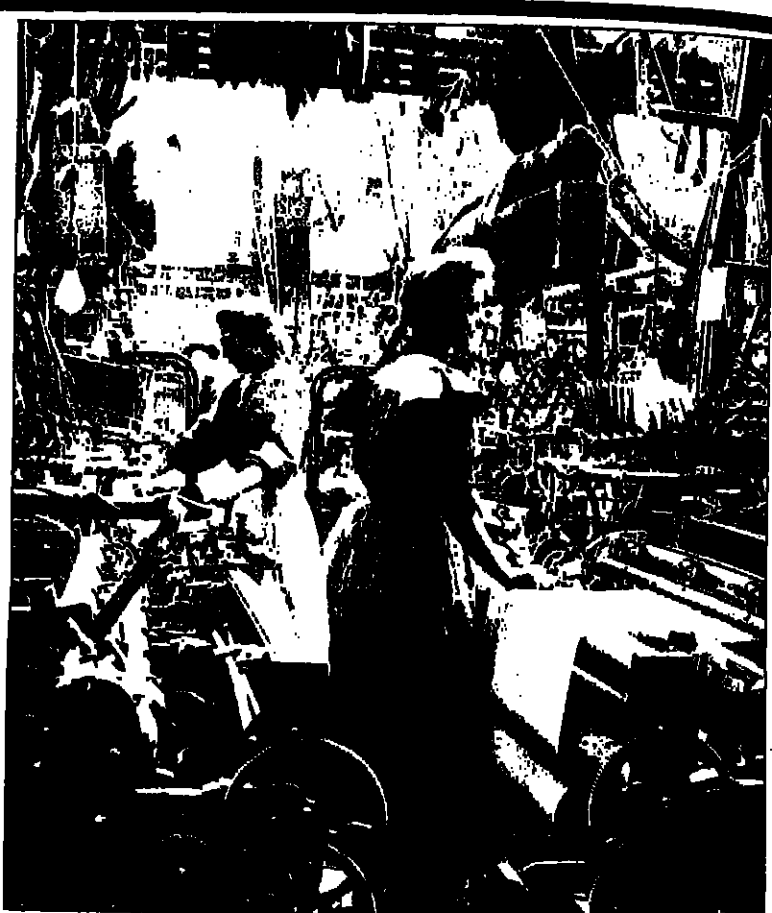
A full-scale reassessment of Edward III's reign is long overdue. Recent work on military logistics, the organization of armies, the legal conventions of war and the implications of chivalric culture have given new dimensions to the war with France which so dominated the period. Major work has been done on parliament and public finance, and on the nobility. Traditional views on the wool trade, source of much war finance, have been corrected.

Yet all such research has not been assembled in a book focusing on the career of Edward himself, and a convincing interpretation of his role has been lacking. Was he a mere military adventurer, whose idea of strategy amounted to no more than going where the wind chance to blow his fleets? Or was he, a skilful politician, with a mastery understanding of the use of patronage, and an acute awareness of when to make concessions, and when to go back on them? To write such a book would be a formidable task: the volume of manuscript evidence just barely tapped is daunting in itself.

It is regrettable that this book does not even attempt to seize the opportunity that exists. The preface claims, honestly enough, that it is intended for the general reader, but the provision of what purports to be scholarly apparatus suggests that the publishers hope that it will find a place in university teaching. It would be wrong to criticize the author too severely for he died before the book was completed, and he clearly read much more widely than the paucity of bibliography indicates. The book is old-fashioned narrative, more in the style of belles lettres than of historical scholarship; although those splendid words "certes" and "peradventure" only appear once, and then, in a translation, there are passages that would be more at home in a historical novel.

There is less than might be expected of the horrors of the period, and more enthusiasm for sex than for violence. Edward's elegant slaying of his brother John of Eltham does not feature, but there is much about his equally implausible rape of the countess of Salisbury, and the disjunct summary makes much of the author's "discovery" of the lady's true identity. The victim of the lustful king, a man keen on "punching and scuffling on spurs and staves", is claimed to have been his cousin. A few words of Edward's Montague, who slain Edward's brother at the Battle of Tewkesbury, are also included.

George Allen & Unwin
PO Box 18, Park Lane
London W1A 2PL
Hardback £12.95
ISBN 0 04 940000 7



Women working weaving machines at Wortley Low Mills in Leeds, 1897. The photograph is reproduced in *The English World: history, character and people* edited by Robert Blake (Thames and Hudson, £14.95).

castle, "had flowered out of all recognition from the leggy girl she had been when he last saw her, at her wedding four years earlier." It is with no sense of surprise that we learn that it was the same Alice whose garter was taken as the emblem for the king's new order of knighthood, or indeed that all this proved too much for Montague who had his wife beaten up so savagely that she died. This is as much of a mishmash of fact and fiction as the original tale of the rape given by the chondler Jean le Bel, and it is unfortunate that the author and apparently not read Antonio Gramsci's cool and masterly dissection of the whole fantastic myth.

Michael Prestwich

Michael Prestwich is reader in history at the University of Durham.

Tudor treatise

De Republica Anglorum by Sir Thomas Smith
edited by Mary Dewar
Cambridge University Press, £19.50
ISBN 0 521 24109 X

Sir Thomas Smith was that rarely in English politics, an intellectual who rose to high public office but never lost the urge to inquire, and to instruct. Smith's most famous literary work, *De Republica Anglorum*, suggests an almost Miltonic sense of England's "precedence of teaching nations how to live". Since according to Smith's own account of its gestation, the book was written in Toulouse in 1565 towards the end of a diplomatic mission, in order to demonstrate the "civility" of the English - compared, "For all things almost are English (rather than Latin) his motive was perhaps private and even therapeutic: less Milton than the Browning of *Home Thoughts from Abroad*.

Back in England he did little to perfect the treatise, and it remained unpublished until, six years after his death, it was regarded as an authoritative guide to the English constitution and required reading for incoming secretaries of state. More than a century later, it served as a kind of bible for historians of Tudor government, and it is a source of well-worn quotations in *De Republica Anglorum* at once in essays in history, political philosophy and public administration. But it is the most of all an

Patrick Collinson
Patrick Collinson is professor of history at the University of Kent.

BOOKS

What is truth?

Consequences of Pragmatism: essays, 1972-1980
by Richard Rorty
Harvester Press, £22.50 and £6.95
ISBN 0 7108 0403 2 and 0408 3

Consequences of Pragmatism comprises 12 of Richard Rorty's essays together with a lengthy introduction. Though the essays were written over a period of eight years (1972-80) and though Rorty himself admits that they are not always consistent with one another, they can, all he suggests, be regarded as attempts to apply a pragmatist theory of truth to a wide range of philosophical problems.

Rorty's own version of pragmatism takes as its starting point William James's account of truth as "what is good in the way of belief". Seen as a definition, an account of the nature of truth, this will of course appear pretty useless, only because it is by no means obvious that we can decide what is good in the way of belief, what it will be to our advantage to believe, without first answering the question "What is true?"

According to Rorty, however, the mistake is to suppose that the pragmatist has any interest in giving a definition of truth, or for that matter, of goodness, causality, beauty or any of the concepts around which philosophical controversies have traditionally centred. On the contrary James's emphasis on "what is good in the way of belief" stemmed from his conviction that such controversies are a waste of time. Philosophers, James felt, should cease to concern themselves with such unanswerable and, in any case uninteresting, questions as "What is truth?" and should instead turn their attention to the question "What beliefs is it to our advantage to hold?"

For the most part the views which Rorty attributes to James give an accurate picture of his own approach. During the course of the book Rorty discusses such diverse topics as the nature of logical necessity, the possibility of alternative conceptual frameworks, the relationship of truth and fiction and the methodology of the social sciences, as well as offering general accounts of the philosophical approaches of such writers as Dewey, Wittgenstein, Heidegger, Derrida and Cavell. And in most cases the strategy is roughly the same. After a relatively lengthy discussion of the philosophical debate, Rorty concludes that there is no way of resolving the controversy and that the issue is therefore not worth discussing. (He refers to this as his "don't-care" conclusion.) He closes with a comparatively brief historical account designed to explain why philosophers have been led up this particular blind alley and to point in the direction of a more fruitful approach to the topic.

Throughout these discussions the main difficulty is to see what Rorty believes this relationship to be between those philosophical traditions which he rejects, Platonism, positivism, and that which he accepts, the tradition of pragmatism. Often Rorty speaks as though the contrast is simply between different activities, concerned with different questions and approaching them in different ways and with different criteria. If this is the case then there does not seem any need to choose between them, and Rorty's own claim that the question which set of criteria are being invoked. At other times he seems to suggest that there is some goal common to both pragmatism and, say, Platonism in terms of which they may be assessed. No one, he tells us, would ever have asked the question "What is truth?" if they had not wished to "discover" what views are true and which are false. We shall discover more truth if we replace this (Platonic) question by the (pragmatic) question "How does such-and-such a belief enable us to

cope with the world?"

Unfortunately there is no reason to believe this historical account of the motive which has led to philosophers to ask such questions. Indeed for a man who believes that the decision between pragmatism and other philosophical traditions must be made by reading the history of philosophy, Rorty often shows a disturbing tendency to rewrite history. A case in point would be the account of Wittgenstein's philosophy in the essays "Cavell on Scepticism" and "Keeping Philosophy Pure", where

he argues, against such writers as Pears and Cavell, that we can best understand Wittgenstein's importance by seeing him not as providing answers to the epistemological questions raised by Descartes, but rather as someone who "made fun of the whole idea that there is something here to be explained". Certainly Wittgenstein thought that many of these problems, for example, the "problem of the external world", only arose because of mistaken presuppositions, but it by no means follows, as Rorty implies, that he

thought the problems trivial. Nor is there anything in Wittgenstein's writings to suggest that he viewed the problems in this way, though there are numerous remarks to the contrary.

The truth is that it is Rorty's own attitude towards the history of philosophy which is being foisted on to Wittgenstein here. This attitude is in line with his own advice to contemporary philosophers to view past traditions "with the amused condescension typical of later generations looking back on their ancestors".

Since Rorty can be a perceptive and entertaining writer, it is a pity that in this respect the book often provides a good illustration of G. K. Chesterton's observation that nothing is ever seen clearly when viewed from a great height.

R. W. Beardsmore

R. W. Beardsmore is lecturer in philosophy at University College, Bangor.

Secret society

Muslim Neoplatonists: an introduction to the thought of the Brethren of Purity by I. R. Netton
Allen & Unwin, £12.50
ISBN 0 04 297043 1

Many scholars have tried to solve the mystery surrounding the Brethren of Purity. The solid evidence is a collection of 53 epistles or essays occupying six volumes in all in printed editions, which were described by scholars a century ago as an encyclopaedia of the scientific and philosophical knowledge of the Islamic world. Apart from this Arabic text little is known for certain. Even the date has not been established, though it is usually supposed that the epistles were composed by a secret society of ten or so men in Basra in the late tenth century.

In the course of the last hundred years many different theories about them have been put forward. Some scholars think they are identical with a section of the Isma'ili movement, the underground revolutionary movement which brought the Fatimid dynasty to power. When it was also realized that the epistles were somewhat second-rate as an encyclopaedia, A. Arberry was led to characterize the material and its authors as "revolution masquerading as scientific enlightenment".

In this book Dr Netton has left aside the problems of date and authorship and has examined intensively the philosophical content of the epistles. He does, however, compare their assertions with Isma'ili doctrines and comes to the firm conclusion that the Brethren were not members of the Isma'ili movement, since the political interests and beliefs of that movement are completely absent from their writings. This contradicts the view of the leading French student of the Brethren, Professor Yves Marquet, but Dr Netton's argument is strong. He insists that the Brethren were primarily interested in the attainment of personal purity as the passport to eternal bliss, so that "Brethren of Purity" is the correct translation of their name and not "Brethren of Sincerity" as some distinguished Islamists held in the past.

When Dr Netton compares the philosophical views found in the epistles with those of the great Greek philosophers, he finds that their understanding and appreciation of Pythagoras was good and their knowledge of Plato slight, while Aristotle was seen by them chiefly in the light of Neoplatonism. Indeed, as his title indicates, he finds the Neoplatonic element dominant. A somewhat similar conclusion was reached by Professor George Widengren of Uppsala in an article on the Brethren's philosophy which probably appeared too late for Dr Netton to see. Professor Widengren is more aware of a further complication, namely, that the Greek philosophy to which the Muslim scholars were exposed was not that of the classical texts familiar to the West, but the living philosophy of the Greek schools during the early Islamic centuries, about which not much is known. This point was emphasized by Richard Walzer, whose main views are strangely absent from Dr Netton's bibliography. An interesting chapter deals with the Christian and Jewish substrata. The Brethren knew parts of the Old Testament but were not greatly attracted to it. On the other hand, such-and-such a belief enable us to

New Testament and were sympathetic towards Christian teaching, even accepting the account of the crucifixion and resurrection of Jesus despite its being contrary to the Koran. Their own ascetic ideal may owe something to Christian monasticism. Dr Netton has not solved all the problems of the epistles of the Brethren of Purity, but his careful study of the text presents a convincing picture of men seeking personal salvation in a welter of intellectual pluralism.

W. Montgomery Watt

W. Montgomery Watt was until recently professor of Arabic and Islamic studies at the University of Edinburgh.

Utility and liberty

Mill on Liberty: a defence by John Gray
Routledge & Kegan Paul, £8.95
ISBN 0 7100 9270 9

Must we choose between human rights and human happiness? Or can there be a utilitarian theory of moral rights? For example, is someone who sees the general welfare as an overriding consideration entitled to express a moral objection to the existence of political prisoners or to the suppression and persecution of dangerous and deviant opinions? Or must he instead weigh the possibly socially-damaging consequences of toleration?

These are questions which are particularly relevant in the context of a discussion of the political and moral philosophy of John Stuart Mill, of whom it is a standard criticism that his attempt to defend liberty and toleration on utilitarian grounds was an attempt to square the circle. Either liberty can be subsumed under the heading of utility. It is argued, so that a separate principle of liberty is unnecessary, or it is incompatible with it and so unjustifiable in utilitarian terms.

It is John Gray's contention, however, that Mill is a complex and able thinker who can be defended against this charge of glaring inconsistency. Mill himself wrote of his own political philosophy that it was "no system; only a conviction that the true system was something much more complex and many-sided than I had previously had any idea of". Mill's complexity and many-sidedness is well-represented in Gray's discussion. The essence of his argument is that Mill's doctrine of liberty rests on a form of indirect or cooperative utilitarianism which leaves room for weighty secondary principles expressing moral rights and accommodating the demands of justice.

The key to understanding how this can be, according to Gray, is the recognition that Mill believed direct appeal to utility to be self-defeating. The more we pursue happiness, the more he eludes us. As a consequence, moral norms must be held independent of direct utility. Morality, on this view, becomes an important social instrument for utility. Moral rules of maxims, then, can be derived from utility although their role is to disqualify direct appeal to it.

This is a paradox but not one it is impossible to resolve. It depends, essentially, on Mill's view of human nature - his conception of what happiness consists of for human beings - and on the empirical assumptions he makes about what happens when people act themselves

WAS £5.50
NOW ONLY £2.50

THE SHORTER OXFORD DICTIONARY
ON HISTORICAL PRINCIPLES

1 OFF

THE SHORTER OXFORD DICTIONARY
ON HISTORICAL PRINCIPLES

VOLUME I A-M

Fortunately this offer won't leave you at a loss for words.

From the beginning of April until the end of June your bookseller is offering the two-volume Shorter Oxford Dictionary at a reduced price. Only £25.

A special price for a very special dictionary.

OXFORD DICTIONARIES

THIS IS A LIMITED OFFER SUBJECT TO AVAILABILITY.

CAMBRIDGE UNIVERSITY PRESS

Psychology Survey 4 edited by John Nicholson and Brian Foss

The British Psychological Society is pleased to announce that it has taken over the continuing publication of this well received series which offers psychology students and working psychologists a means of keeping up with the many exciting and important developments in all areas of the discipline. Each of the 13 chapters is written by a leading authority, whose aim is to describe for the general psychological community the current state of play in their particular area of expertise.

Pp. 368 (approx.) Casebound Price £12.50 Publication date: May 1983 ISBN 0 901715 21 2

Child development and social policy: The life and work of Jack Tizard edited by A. D. B. Clarke and B. Tizard

This book is much more than a biography or posthumous tribute to a notable figure in British psychology. It has wide implications for behavioural scientists interested in the development of social policy in the light of empirical findings, providing a blueprint for applied social research. Seventeen of Tizard's most notable contributions are reprinted here, together with two biographical chapters. The Editors have provided linking commentaries which place each contribution in context, and show how his research strategies developed. In many ways ahead of his time, Tizard's researches repay close study. Their influence has been - and continues to be - considerable.

Pp. 272 Price £7.95 Casebound Publication date April 1983 ISBN 0 901715 18 2

The British Psychological Society

The Distribution Centre, Blackhorse Road, Letchworth, Herts SG6 1HN



W. W. Norton & Company Ltd.
37 Great Russell Street, London WC1B 3NU
Telephone: 01-323 1579

BASIC PSYCHOLOGY

Henry Gleitman



Unlike other texts which separate areas of psychology into isolated chapters, this new shortened edition of the classic international textbook *Psychology* makes clear the underlying principles which unify the discipline. Professor Gleitman is the 1982 winner of the American Psychological Foundation Distinguished Teaching in Psychology Award.

0 393 95341 6 600pp £10.95 / \$17.95

To accompany this text the following ancillaries are also available:
Instructors Manual - Study Guide - Test Item File
Inspection copies are available on request

THES**Special Book Numbers for April**

April 15 - Engineering
April 22 - Philosophy
April 29 - Chemistry

**HUTCHINSON PSYCHOLOGY SERIES**

General Editor: Brian Foss

This new series of textbooks, written by British authors, aims to cover a full introductory level central topics taught on 2nd and 3rd year courses.

PERSONALITY

Measurement and theory

Paul Kline

Written in the tradition of the British School of Psychology, Spearman, Burt, Eysenck and Cattell, this book attempts to weld quantitative and psychological theory in the study of personality.

£10.95 casebound 09 150710 3 176pp
£4.95 paper 09 150711 1

PERCEPTION

From sense to object

J.M. Wilding

How does the perceiver identify particular objects? Dr Wilding provides a coherent, well organized framework for the study of this problem, bypassing the conventional split between perception and reaction time evidence.

£12.95 casebound 09 150720 1 304pp
£5.95 paper 09 150721 9

Further titles in preparation

Hutchinson Education,
17 Conway Street,
London W1P 6JD

BOOKS**PSYCHOLOGY****Tactual qualities**

Tactual Perception: a sourcebook
edited by William Schiff and Emerson Foulke
Cambridge University Press, £25.00
ISBN 0 521 24095 6

Touch is a neglected topic. It is not quite clear why vision and hearing have attracted so much more research. Perhaps these distal senses have been considered essential; or it could be a reaction against an earlier empiricist philosophy which assumed that touch and movement, if not perhaps exactly "touchstones" are nevertheless basic to our notions of objects and space. Perhaps it was simply snobbery: for some curious reason touch has been regarded as an inferior sense. A decisive factor, however, must have been the greater difficulty of controlling stimulus dimensions and precise measurement in studying touch experimentally. A book devoted to touch is a rare event, and consequently this collection of papers by diverse authors will be all the more appreciated.

Lester Krueger's expert exposition of the phenomenological analysis of tactual qualities by Katz in the early part of the century serves as a historical introduction which is nicely counterpointed by a final chapter from Schiff on judgments by blind users of the tangible graphic displays that have been designed for them by the sighted. The intervening chapters range from the more experimental to the more practically oriented. The concern in the main is with precise quantitative evidence about the information that can be obtained from touch, and the practical application of findings derived by the blind.

Carl Sherick and James Craig provide a highly professional account of psychophysical studies on absolute sensitivity and difference thresholds, and on the effects of adaptation and masking, especially for vibrotactile stimuli. These patterns of mild vibrations can be varied in intensity, frequency and distribution of locations within a matrix of point stimuli applied to the skin. Their application in prostheses is discussed in a later chapter by Craig and Sherick. The best known prosthesis is probably the Optacon, a direct visual print to tactile reading device. The black-white pattern of print letters is picked up by an array of photoreceptive cells in a small camera that the reader moves across the page, and is translated into an array of vibratory pins under the reader's finger. Craig and Sherick argue for the importance of computer-aided means of converting spatial, movement, and linguistic information to tactile form.

Problems and advances in tactile

communication of speech for the deaf and blind are discussed in an interesting chapter by Jacob Kirman. Susan Lederman's review of studies of texture perception shows how experimental control and precision of measurement has been successfully extended to that field. Foulke, with the easy clarity we have come to expect from his writings on Braille and cognate patterns, compares visual and tactual reading, considers means of improving tactual reading rates, and provides some ingenious suggestions for further studies.

Tactual development is discussed by David Warren who recently published an important book on blind children. Here he concentrates, perhaps rather disappointingly, on the relation between the senses by contrasting the theory that the senses are separate and that development consists of progressive sensory integration, with the theory that the senses are unitary and that development means progressive differentiation. Such dichotomies, however, illustrate their respective protagonists, Piaget and Gibson, are blunt theoretical instruments. Many puzzles disappear once it is accepted that the senses are neither completely separate, nor provide exactly the same information. Indeed Warren himself makes the point that some modalities are more efficient for some types of information than for others.

John Kennedy's otherwise interesting exposition of tactual picture recognition and drawing by the blind is shadowed by a similar nature-nurture dichotomy which seems to equate native potential for acquiring and inferring spatial knowledge with the possession of innate spatial ideas.

The ingeniously designed spatial training studies which Edward Beria contributes would hardly be necessary if spatial concepts were easy for

the blind; and they would be useless if the blind were incapable of acquiring them. Kennedy's enthusiasm, however, may help to spur teachers of the blind to use drawing more. Billie Bentzen's graphic displays should also be of interest to teachers of the blind. The design and use of various types of maps for improving mobility in the blind is discussed by Grahame James; and John Gill considers and surveys methods of producing graphic displays from the point of view of an engineer with great expertise in the field of blindness. This is further supplemented by a chapter from Jasha Levi and Nancy Amick who are involved in the production and distribution of graphic displays for the blind.

For almost the first time we also have a chapter on social touching, in which Stephen Thayer produces a rather heroic review of a mass of studies on emotional and social aspects of touch, from its role in mother-infant relations to the greater daring involved in touching a social superior rather than an inferior. The area is vast, and still awaits a breakthrough in method and theory in many cases.

This book fulfils its aim in bringing together a good deal of material on touch. As a sourcebook on tactual perception it has limitations. The selection of topics is not as wide, nor is the coverage of different areas of study, or of theoretical issues, as even or exhaustive as such a title implies. Nevertheless, it is a useful book for the beginning researcher and for those concerned with aids and teaching aids for the blind.

Susanna Millar

Susanna Millar is a research officer in the department of experimental psychology at the University of Oxford.

Musical fashion

The Psychology of Music
edited by Diana Deutsch
Academic Press, £32.80
ISBN 0 12 213560 1

The psychology of music is strongly influenced by the prevailing theoretical and practical preoccupations of the mainstream of academic psychology, and Deutsch's representative selection of chapters by various experts on a wide range of topics reflects this influence.

Thus, there is just one chapter on the psychometric approach where the aim is to assess and classify individual ability using rather broad categories by way of a relatively short series of test questions. The hope is that performance on these items will predict the ability of the individual to cope with a much wider range of tasks. The rationale is similar to that behind the more familiar intelligence test. This approach had its heyday in the postwar decade but has fallen into disfavour with many psychologists because of the lack of reliability of the tests and their poor predictive power. The reasons for this are well reviewed here and Rosamund Shuter-Dyson discusses a number of possible improvements.

By contrast, there are numerous chapters which take a "cognitive" approach. Here the data tends to be more reliable, being gleaned in controlled laboratory conditions using more sophisticated techniques. Indeed, the current surge of interest in this area is largely due to the increasing availability of computers which can play "research music". Cognitive theory emphasizes the complexity and diversity of the "processes" involved in all aspects of music. Notable chapters are by Roger Shepard with some tortuous geometrical models of perceived pitch, and by Robert Erickson with a crusading emphasis on the potential of cognitive methodology and appealing for more minutely sophisticated theorizing in the area.

A related topic, human skills, merits a couple of chapters. I found John Shepherd's chapter on music perception most rewarding. He criticizes the traditional view of music as a sequence of tones, and argues for a more holistic approach. He also discusses the role of music in education and therapy. The chapter by David Deutsch on the psychology of music is also worth reading. She discusses the role of music in education and therapy, and the role of music in the development of language.

Further titles in preparation

and linguistic meaning and does some engaging "slices of the musical tongue" by way of illustration. Some cognitive psychologists have recently taken to examining brain-damaged patients for clues as to what to put in their functional models, and the chapter by Oscar Marin about the effects of brain damage on the skills of musicians and others will engage many theorists. For example, there is the case of the musician who can no longer recognize previously familiar tunes, but whose superlative playing ability is hardly affected.

Social psychologists are generally under-represented in the psychology of music, but they are exemplified here with a chapter by Vladimir Konecni. He runs true to form by pointing out that cognitive psychologists in their search for reliable data, have failed to take social factors into account. There is a hint of two of some new departures in methodology. I was particularly interested by the computer-based "analysis-synthesis" approach described by Jean-Claude Risset and David Wessel in their chapter on timbre perception. Here the idea is to use the computer as an aid to theory construction: in conjunction with its facility in data collection. Perhaps this approach will answer Erikson's call for a better theory when it is more generally applied.

The usual pitfalls encountered by this type of book are generally avoided. I was pleased to find a broad representative coverage of material which is usually crammed into single chapters of more general texts. However, as one might expect, there is a certain amount of heterogeneity of style and level of appeal. I can recommend some of the chapters as introductory material for first-year and second-year psychology students. For example, the two chapters by Rudolf Rasch and Reinier Plomp give a clear introduction to the fundamentals of physical acoustics and the nature of the sensory processes which underpin the perception of musical sounds. Other chapters are less easy going and will only be profitably read by ardent researchers. However, the vast majority of the reviews fall between these extremes.

Anthony Watkins

Anthony Watkins is lecturer in psychology at the University of Reading.

BOOKS**PSYCHOLOGY****Conceptual basis**

Conceptual Issues in Psychology
by Elizabeth R. Valentine
Allen & Unwin, £12.00 and £5.95
ISBN 0 04 150 079 2 and 080 6

"Is psychology different from other sciences?", asks Dr Valentine in the first sentence of her book. The answer apparently is "yes", for in what other science would second-year and third-year undergraduates be expected to master a book on the "conceptual basis" of their subject, ranging from the problem of free will to the nature of teleological explanation?

Dr Valentine's book is intended as a main text for courses in the philosophy and theory of psychology, and as such it provides a useful if necessarily brief introduction to a wide variety of issues. Some of these are traditional grist to the philosophical mill, such as the nature of consciousness; others are more specific to psychology, such as the chapter on humanistic psychology. The general style is scholarly, with large numbers of references in the text (sometimes, I felt, this was overdone and distracting) and many suggestions for further reading. The general purpose is expository and critical rather than partisan: a welcome change from more dogmatic books on the same subject, although occasionally I would have liked more forthright rejection of nonsense, instead of the "On the other hand, Pilkington and Glasgow have pointed out..." approach.

Despite the book's virtues, I was left with a sense of unease. If there is any interdisciplinary subject called "philosophical psychology", it would surely be reasonable to expect that it be a mixture of scientific, empirical work and conceptual analysis. Now this book is nearly all conceptual: so where is the specifically psychological content? The answer seems to be that all of the problems analysed are, more or less, to do with mind, and are thus to do with psychology. I believe, however, that it is academic imperialism to grab every problem in sight, and to give it the label "psychology", merely because it seems to be interesting, and in some way connected with mental phenomena.

There is a real place for studying conceptual problems in a psychology course, but not, I suggest, at the level of "free will" or "consciousness", topics best left to the expert. Instead, there is a large variety of issues, a humbler level, which go beyond facts and specific theories, but which need to be tackled in order to make sense of the facts. A zoology teacher once declined to discuss the origin of the annelids with me, on the grounds that it was a "philosophical issue". If asked for examples of such issues in psychology, I might choose Brindley's interesting discussion of psychophysical linking hypotheses in the study of sensation; or as a more recent example, Barlow's paper on a "single unit doctrine", which considers how useful it would be to identify the firing of a particular neurone with a perceptual experience. This kind of interesting philosophical issue gets only passing mention in Dr Valentine's book, but they seem to me far more worthy of inclusion than, say, the chapter on "teleological explanation", a topic on which there, as heaven knows, many tomes already.

Or again, what about the question of the innate determinants of behaviour, and the role of "instincts" as explanations? It is surprising to find multiple entries under "instinct" in the index, but none under "instincts". Surely we have here an ideal case for conceptual analysis? Many topics are relevant, but there are conceptual issues too, which as it happens have been well worked out, and can be presented to the student with a reasonable sense of a problem rather than a mystification created.

Artificial intelligence (AI), which has been so well discussed by Margaret Boden (an object lesson in philosophical psychology, this is also a subject on which one could expect a useful conceptual analysis. There is indeed a chapter on AI in Dr Valentine's book, but unfortunately it is pitched at far too abstract a level. I wanted good descriptions of actual programs, and some account of the current controversies about the validity of claims for natural language simulators. So outdated is the present account that it actually talks of computers being constructed from "thermionic logic" of subject matter book this would be merely quaint; in a psychology book it is little short of disastrous.

The final two chapters are concerned with the issues many students have in mind when they ask for more philosophical psychology: on "humanistic psychology" and "idiographic approaches". Phenomenology is an important subject in philosophical psychology, because at least some of the phenomenologists have been interested in the results of psychological studies, and have reflected usefully upon them. Merleau-Ponty, for example, has made some interesting remarks to make on brain injury, and on the effects of orientation on shape perception. He was one of the first to resist the myth that shapes are perceptually invariant under rotation. I wished that Dr Valentine had gone into this aspect of phenomenology; general statements such as "According to phenomenology reality is relative to consciousness but transcends it" are not going to mean much to the student, if indeed to anyone. This is another example, I felt, of the book being pitched at the wrong level of abstraction.

Conceptual Issues in Psychology is comprehensive within its own terms of reference and is in the main clearly written. Although it will certainly be found useful in courses on philosophical psychology, it narrowly fails to convince me that such courses should be considered an essential part of the undergraduate curriculum.

Michael Morgan

Michael Morgan is professor of psychology at University College London.

The moral sphere

Morality in the Making: thought, action, and the social context
by Helen Weinreich-Haste
and Don Locke
Wiley, £24.75
ISBN 0 471 10423 X

This collection of papers arises out of the deliberations of a group of academics from the disciplines of psychology, philosophy and education, which meets from time to time under the banner of MOSAIC (Moral and Social Action Interdisciplinary Colloquium). Unfortunately, bringing together workers from different disciplines is, as we all know, not to be taken as equivalent to interdisciplinary study, because most of us wish to emphasize what we perceive to be the strengths, rather than the weaknesses, of our disciplines, and this book does not really represent an exception to this rule.

Although the editors are aware of the diversity of opinion contained in this book, acknowledging that the papers are not written from a point of view shared by all contributors and providing a helpful commentary in order to weave the pieces together, it soon becomes apparent that there are fundamentally opposing viewpoints sitting side by side. The overall effect is, therefore, not that of a coherent mosaic or even of a few pieces missing from an otherwise completed pattern but of a pot-pourri giving the scent of "progress to be made".

The point from which all contributors wish to progress is Kohlberg's theory of moral development. Kohlberg argues that moral development

occurs through a number of stages. At first the child assesses the moral worth of an action in terms of the rewards and punishments to be gained. He proceeds through a conventional level, at which morality is seen as a matter of conformity to social conventions, to a post-conventional level, which at its summit (stage six) is said to involve recognition of the universal principles of justice and equality.

Kohlberg reached these conclusions through presenting children from different cultures with hypothetical moral problems and asking them to give reasons for the solutions they held to be moral. This work is in the cognitive-developmental tradition of Mead and Piaget, in which the development of moral values is conceptualized as a process in which the child constructs a coherent view of the world, as the growth of his intellectual competence allows him to do so and as that competence allows him to gain from social interaction in "taking the role of the other".

The weaknesses of this approach have been clear for some time. Despite his emphasis on role-taking, Kohlberg seems to underestimate the existence of variations in moral attitudes as a result of social and ideological differences. He stands accused, then, of viewing morality too much in western terms and of not being sufficiently sensitive to the different ways in which a principled morality can be articulated. Also, he deals exclusively with moral judgment and does not address the question of the transition from judgment to action. Moreover, as all cognitive-developmental theorists tend to do, Kohlberg neglects the foundations of social cooperation in infancy and early childhood, regarding morality as the province of higher levels of thought.

All of these criticisms, and more, are made cogently in the present volume. Some seem to be more constructive than others. Those which beat the social-ideological drum are in clear opposition to Kohlberg's position and suggest that there is little of value in it. To be sure, it is useful to be reminded of the plurality of views that accompany divergent social conditions, but I cannot help thinking that something more than pluralism is needed if we are not to degenerate into a straightforward social reductionism which obscures the difference between social pressures and moral behaviour. Some consideration of Ernest Gellner's idea that some form of universalism is the best defence of pluralism would have raised the level of debate here.

Less doctrinaire are the papers of Derek Wright who pursues the interesting thesis that the six stages can best be understood as "steps in the progressive conscious realization of the practical morality the child has been living all along", and of Roger Straughan, who takes us through a careful analysis of the judgment/action problem.

There is no direct guidance for educationists in this book, because the contributors are concerned with fundamental, theoretical issues. However, there is a parallel between the educational question of whether morality should be "taught" as a distinct area of the curriculum and the academic problem, not taken up in this account, of understanding the relationship between the moral field and other areas of value. The mosaic which these authors are working upon is itself part of the wider structure of human values and arguably we need to understand this structure and the values inherent in the different forms of human activity if we are to comprehend the moral sphere.

This book serves the useful purpose of opening up issues and alternatives for further study. It can be strongly recommended to students of Kohlberg and Piaget who can tolerate the disequilibrium of moving beyond them.

Neil Bolton

Neil Bolton is professor of education at the University of Sheffield.

Extracts from Jung's published writings have been selected by Anthony Storrs and published with an introduction and prefatory notes as *Jung: selected writings*, a Fontana Pocket Reader available at £3.95.

New Books on PSYCHOLOGY from Allen & Unwin**'Autistic' Children: New Hope for a Cure**

N. Tinbergen,
Royal Institute of Psychiatric
and E. A. Tinbergen

In this important study Nobel Prize winner N. Tinbergen and his wife E. A. Tinbergen (a neuropsychiatrist) have founded reasons for new hope in the treatment of autistic children. It will prove essential reading for parents of autistic children as well as for those who treat them in order to bring professional life.

April 1983 372pp
004 1570108

Two Words Together: A First Sentences Language Programme

Bill Gillham,
Child Development Research Unit
A programme for teaching first sentences to language-retarded children using body materials which model real-life usage. It can be used by parents and professional therapists.

February 1983 70pp
004 371081 3
004 371082 1

Play is a Feeling

Brenda Crewe
From the author of the award-winning film, *Through the Eyes of a Child*, a book about play which is a once stimulating and rewarding in its approach. Anyone involved with early education and child care - not least parents - will find it invaluable reading.

April 1983 161pp
004 348025 X
004 348026 1

Schizophrenia and Madness

Andrew Croyden Smith,
City Hospital Medical School
An accessible and balanced view of the major mental illness and the various approaches to understanding it, written for specialists and non-specialists alike.

October 1982 176pp
004 157008 X
004 157009 X

The Meaning of Behaviour

John R. Mase,
University of Sydney
This is a determined and authoritative attack on current personality theories which will be of immediate interest to all those seriously concerned with the subject of human behaviour.

March 1983 190pp
004 150081 4

The Foundations of Morality

Joel J. Kupperman,
University of Connecticut
Written to advance understanding of ethical theory, but in the process *The Foundations of Morality* gives a clear, untechnical and comprehensive account of morality, and can be recommended to anyone interested in the general character and justification of morality.

January 1983 102pp
004 371012 5
004 371013 6

Prices are correct at time of going to press.

George Allen & Unwin
(Publishers) Ltd
PO Box 18, Park Lane
Hemel Hempstead, Herts. HP2 4TE

Wiley**Psychology in Practice: PERSPECTIVES ON PROFESSIONAL PSYCHOLOGY**

edited by B. Canter and D. Canter, Department of Psychology, University of Surrey, Guildford

What do psychologists do outside the walls of universities? By bringing together the personal accounts of a wide range of psychologists actively involved in the practice of their profession, the editors go a long way towards providing an answer to this question.

The book provides an insight into the nature of psychology as practised which both challenges and complements the picture given from the study of learned texts. The contributors place their own experience in a broader context and thus the book provides an introduction to the increasingly varied fields of application for psychology.

0471 70411 6 370pp Jan 83 (paper only) \$24.95/£9.95

The Psychology of Written Language: A DEVELOPMENTAL APPROACH

edited by M. Martlew, Department of Psychology, University of Sheffield

This is a collection of essays on the psychology of writing. The book offers a broad analysis of the development of written language which will be of interest to psychologists and educationalists. It provides an overview of current empirical and theoretical approaches to investigating the development of written language, showing what progress has been made and relating the various aspects of writing to other areas of psychological theory.

Wiley Series in Developmental Psychology
0471 10251 1 approx. 432pp April 83 approx. \$49.50/£24.75

Morality in the Making: THOUGHT, ACTION AND THE SOCIAL CONTEXT

edited by Helen Weinreich-Haste, University of Bath and Don Locke, University of Warwick

This book approaches a number of key theoretical issues in the philosophical explanation of morality: the nature and development of moral thinking; its relationship to moral action; and the development of individual morality in a social context. *Morality in the Making* will provide an extremely useful introduction to an area of growing interest and importance, namely the psychology of morals.

Wiley Series in Developmental Psychology
0471 10423 X 272pp Feb 83 \$49.50/£24.75

Paradigms, Thought, and Language

by I. Markova, Department of Psychology, University of Stirling, Scotland

0471 10196 6 242pp Aug 82 \$38.00/£15.95

Please write to the Textbook Manager for further information - Inspection copies of certain books available.

John Wiley & Sons Limited
Baffins Lane, Chichester, Sussex PO19 1UD, England

CLASSIFIED ADVERTISEMENTS

The Times Higher Education Supplement

To place advertisements write to or telephone:

The Advertisement Manager,
The Times Higher Education Supplement,
Priory House, St John's Lane, London EC1M 4BX.
Tel: 253 3000. Telex 264971

Rates:

Classified Display - £9.50 pcc
Min. size: 9cm x 1 col @ £85.60
Classified Linage - £1.85 per line
Minimum 3 lines @ £5.55
Box number - £2.00

Copy deadlines:

Classified Display:
Friday in the week prior to publication
Classified Linage:
Monday 10.00 am in the
week of publication

Appointments

| | |
|--|---|
| Universities Fellowships Research and Studentships Polytechnics Colleges of Higher Education Colleges with Teacher Education Colleges and Institutes of Technology | Technical Colleges Colleges of Further Education Colleges and Departments of Art Administration Overseas Adult Education Librarians General Vacancies Industry and Commerce |
|--|---|

Other classifications

| | |
|--|--|
| Exhibitions Awards Conferences and Seminars Courses | Personal For Sale and Wanted Holidays and Accommodation |
|--|--|

Universities

HONG KONG BAPTIST COLLEGE

Hong Kong Baptist College is a Christian Institute of higher learning. It offers 3-year undergraduate courses in Arts, Business, Science and Social Science in 17 departments. As the College is expanding under the improving government subvention, applications are invited for the following posts tenable from September 1983:

1. HEAD OF DEPARTMENT OF CHINESE LANGUAGE & LITERATURE
2. HEAD OF DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE
3. HEAD OF DEPARTMENT OF ACCOUNTING
4. HEAD OF DEPARTMENT OF BUSINESS MANAGEMENT

REQUIREMENTS & DUTIES:

Applicants should possess a higher degree, preferably a Ph.D. or professional qualification in the relevant field with proven administrative ability and considerable teaching/research experience. Duties will include departmental administration, planning of course development, and teaching of some related subjects.

SALARY SCALE:

Present: HK\$12,155-HK\$17,405 p.m. (under review)

Starting salary will depend on qualifications and experience.

FRINGE BENEFITS:

Provident Fund or Gratuity; Housing Provision; Medical Benefits; and Vacation Leave. Standard Passage will be provided to overseas appointees. Please apply with full resume, transcripts, testimonials and a recent photo to the Personnel Office, Hong Kong Baptist College, 224 Waterloo Road, Kowloon, Hong Kong.



Colaiste na hOllscoile Corcaigh
University College Cork

LAW

Applications are invited for a full-time post as Assistant Lecturer or College Lecturer in the Department of Law. The salary scales are:

College Lecturer - IRE10,877-IRE12,480 Bar
IRE12,514-IRE15,996 p.a.
Assistant Lecturer - IRE9,291-IRE10,079 p.a.

Application forms and further details of the post may be obtained from the undersigned.

Latest date for receipt of applications is Friday, 29th May, 1983.

M. F. Kelleher
Secretary

University of Durham TEMPORARY LECTURER IN SOCIOLOGY

Applications are invited for the post of Temporary Lecturer in the Department of Sociology. The post will be tenable from 1st September 1983 to 31st August 1984.

Salary will be on the scale of £6,375-£13,505 p.a. plus superannuation.

University of Glasgow LECTURERSHIP IN STATISTICS

Applications are invited for a Lectureship in Statistics. The salary scale is £12,514-£15,996 p.a.

Further particulars may be obtained from the Registrar, University of Glasgow, Glasgow, G12 8QQ.



Applications are invited for the following posts for which applications close on the date shown. SALARIES (unless otherwise stated) are as follows: Professor \$44,877; Senior Research Fellow \$43,044-\$43,077. Further details and application procedure may be obtained from The Association of Commonwealth Universities (ACU), 28 Gordon Square, London WC1H 0PP unless otherwise stated.

The University of Sydney CHAIR OF GEOGRAPHY

Applications are invited for a Chair of Geography in the Faculty of Arts. The holder will be expected to carry out research and teaching in the field of Geography. The University reserves the right to appoint to the post a person of its own choice.

The University of Tasmania CHAIR OF LAW

Applications are invited for an appointment to the Chair of Law. The holder will be expected to carry out research and teaching in the field of Law. The University reserves the right to appoint to the post a person of its own choice.

The Flinders University of South Australia CHAIR OF DRAMA

The program offered by the Faculty of Arts and Social Sciences in the Department of Drama is one of the best in the country. The holder of the Chair will be expected to carry out research and teaching in the field of Drama. The University reserves the right to appoint to the post a person of its own choice.

University of London CHAIR OF SCIENCE EDUCATION

The holder of the Chair will be expected to carry out research and teaching in the field of Science Education. The University reserves the right to appoint to the post a person of its own choice.

University of Bristol CHAIRMAN RUSSIAN STUDIES

The holder of the Chair will be expected to carry out research and teaching in the field of Russian Studies. The University reserves the right to appoint to the post a person of its own choice.

James Cook University of North Queensland PROFESSOR OF ACCOUNTING

Following a reorganisation in the Department of Commerce, a new Organizational Studies Unit has been established in the Faculty of Arts with effect from 1st January 1983. Professor S. J. Rogers, formerly Professor of Commerce and Head of the Department of Commerce, has been appointed to the position of Professor of Accounting. The new Unit is to concentrate on the teaching and research of the Department of Accounting. Applications are now invited for the position of Professor of Accounting. The holder will be expected to carry out research and teaching in the field of Accounting. The University reserves the right to appoint to the post a person of its own choice.

The University of New England SENIOR RESEARCH FELLOW

Applications are invited for the position of Senior Research Fellow in the Department of Nutrition and Food Science. The holder will be expected to carry out research and teaching in the field of Nutrition and Food Science. The University reserves the right to appoint to the post a person of its own choice.

The University of New South Wales CHAIR OF DRAMA

The program offered by the Faculty of Arts and Social Sciences in the Department of Drama is one of the best in the country. The holder of the Chair will be expected to carry out research and teaching in the field of Drama. The University reserves the right to appoint to the post a person of its own choice.

University of London CHAIR OF SCIENCE EDUCATION

The holder of the Chair will be expected to carry out research and teaching in the field of Science Education. The University reserves the right to appoint to the post a person of its own choice.

University of Bristol CHAIRMAN RUSSIAN STUDIES

The holder of the Chair will be expected to carry out research and teaching in the field of Russian Studies. The University reserves the right to appoint to the post a person of its own choice.

University of London CHAIR OF SCIENCE EDUCATION

The holder of the Chair will be expected to carry out research and teaching in the field of Science Education. The University reserves the right to appoint to the post a person of its own choice.

CANBERRA COLLEGE OF ADVANCED EDUCATION

Australia

Appointment of Principal

The Council of the Canberra College of Advanced Education is seeking to make an appointment to the position of Principal from July 1984 on the retirement of the foundation Principal, Dr. S. B. Richardson, AO, CBE.

The Canberra College of Advanced Education was established by an Act of the Australian Parliament in 1967 as an autonomous tertiary level institution. In 1983 approximately 6,000 students were enrolled full-time and part-time in undergraduate and postgraduate courses in Administrative Studies, Applied Science, Education, Environmental Design, Information Sciences and Liberal Studies. The salary for the position is determined by the Australian Academic Salaries Tribunal. These are associated benefits.

Further particulars of the appointment of Principal may be obtained from the Staff Registrar, Canberra College of Advanced Education, PO Box 1, Belconnen, ACT 2616, Australia, or from the Association of Commonwealth Universities, 28 Gordon Square, London WC1H 0PP, if the Council may make an appointment to the position by invitation.

UNIVERSITY OF STRATHCLYDE FINANCE OFFICER (DEPUTY BURSAR)

Applications are invited from qualified accountants with extensive financial and administrative experience, preferably in a university.

The Finance Officer will be responsible to the Bursar and will be the member of a team of senior officers who have particular responsibility for general financial policy.

The salary will be in the Grade IV range for university administrative posts (minimum £18,515 p.a.). USS benefit. Applications in duplicate (including curriculum vitae and three references) should be sent to the Assistant Secretary, Registrar, University of Strathclyde, McCance Building, 16 Richmond Street, Glasgow G1 1XQ, from whom further particulars can be obtained.

Brunei University LECTURERSHIP IN PHARMACOLOGY

Applications are invited for a Lectureship in Pharmacology. The holder will be expected to carry out research and teaching in the field of Pharmacology. The University reserves the right to appoint to the post a person of its own choice.

The University of Sussex LECTURER IN CHEMISTRY

Applications are invited for a Lectureship in Chemistry. The holder will be expected to carry out research and teaching in the field of Chemistry. The University reserves the right to appoint to the post a person of its own choice.

Universities continued

Coláiste na hOllscoile Gaillimh UNIVERSITY COLLEGE GALWAY IRELAND

PROFESSORSHIP OF ANCIENT CLASSICS

Applications are invited for the above full-time, statutory post. Salary scale IRE19,350 x (7)-IRE24,070. Closing date, for receipt of applications 5th May, 1983.

Further information may be obtained from the Registrar, University College, Galway, Ireland.

The University of Leeds RESEARCH ASSISTANT

Applications are invited for a Research Assistant post in the Department of French. The holder will be expected to carry out research and teaching in the field of French. The University reserves the right to appoint to the post a person of its own choice.

Salary on the IB range of the scale for Research Assistants. Applications should be sent to the Registrar, University of Leeds, Leeds, LS2 9JT.

University of Warwick SSRC MACROECONOMIC MODELLING BUREAU

Applications are invited for two research posts in the Macroeconomic Modelling Bureau. The holder will be expected to carry out research and teaching in the field of Macroeconomics. The University reserves the right to appoint to the post a person of its own choice.

Schiller International University PART-TIME LECTURERS IN HOTEL MANAGEMENT

Applications are invited for part-time lecturers in Hotel Management. The holder will be expected to carry out research and teaching in the field of Hotel Management. The University reserves the right to appoint to the post a person of its own choice.

University of Bath LECTURER IN PHARMACOLOGY

Applications are invited for a Lectureship in Pharmacology. The holder will be expected to carry out research and teaching in the field of Pharmacology. The University reserves the right to appoint to the post a person of its own choice.

University of Dundee CHAIR OF CLINICAL PHARMACOLOGY

Applications are invited for a Chair of Clinical Pharmacology. The holder will be expected to carry out research and teaching in the field of Clinical Pharmacology. The University reserves the right to appoint to the post a person of its own choice.

University of London CHAIR OF EDUCATIONAL ADMINISTRATION AT THE INSTITUTE OF EDUCATION

The holder of the Chair will be expected to carry out research and teaching in the field of Educational Administration. The University reserves the right to appoint to the post a person of its own choice.

Further particulars may be obtained from the Registrar, University of London, London WC1E 6BT.

University of London Queen Elizabeth College LECTURER IN NUTRITION

Applications are invited for a Lectureship in Nutrition. The holder will be expected to carry out research and teaching in the field of Nutrition. The University reserves the right to appoint to the post a person of its own choice.

University of Birmingham The Dental School Faculty of Medicine and Dentistry CHAIR AND HEADSHIP OF THE DEPARTMENT OF DENTAL PROSTHETICS

Applications are invited for a Chair and Headship of the Department of Dental Prosthetics. The holder will be expected to carry out research and teaching in the field of Dental Prosthetics. The University reserves the right to appoint to the post a person of its own choice.

Salary in the clinical grade of the scale for Professors. Applications should be sent to the Registrar, University of Birmingham, Birmingham, B15 2TT.

University of Warwick SSRC MACROECONOMIC MODELLING BUREAU

Applications are invited for two research posts in the Macroeconomic Modelling Bureau. The holder will be expected to carry out research and teaching in the field of Macroeconomics. The University reserves the right to appoint to the post a person of its own choice.

University of Warwick SSRC MACROECONOMIC MODELLING BUREAU

Applications are invited for two research posts in the Macroeconomic Modelling Bureau. The holder will be expected to carry out research and teaching in the field of Macroeconomics. The University reserves the right to appoint to the post a person of its own choice.

University of Dundee CHAIR OF CLINICAL PHARMACOLOGY

Applications are invited for a Chair of Clinical Pharmacology. The holder will be expected to carry out research and teaching in the field of Clinical Pharmacology. The University reserves the right to appoint to the post a person of its own choice.

University of London CHAIR OF EDUCATIONAL ADMINISTRATION AT THE INSTITUTE OF EDUCATION

The holder of the Chair will be expected to carry out research and teaching in the field of Educational Administration. The University reserves the right to appoint to the post a person of its own choice.

University of London CHAIR OF EDUCATIONAL ADMINISTRATION AT THE INSTITUTE OF EDUCATION

The holder of the Chair will be expected to carry out research and teaching in the field of Educational Administration. The University reserves the right to appoint to the post a person of its own choice.

University of London CHAIR OF EDUCATIONAL ADMINISTRATION AT THE INSTITUTE OF EDUCATION

The holder of the Chair will be expected to carry out research and teaching in the field of Educational Administration. The University reserves the right to appoint to the post a person of its own choice.

The Papua New Guinea University of Technology Department of Applied Physics LECTURERS

Applications are invited for Lecturers in the Department of Applied Physics. The holder will be expected to carry out research and teaching in the field of Applied Physics. The University reserves the right to appoint to the post a person of its own choice.

An appointee will be required to share in teaching and research. The successful candidate will be expected to contribute to the development of the Department of Applied Physics. The University reserves the right to appoint to the post a person of its own choice.

Salary: Lecturer I K11,610 p.a. (under review). Lecturer II K11,610 p.a. (under review). Applications should be sent to the Registrar, University of Technology, Port Moresby, Papua New Guinea.

University of Warwick Department of Electrical Engineering Science LECTURER IN SOFTWARE VALIDATION/SPEC- IFICATION RELATED TO REAL- TIME SYSTEMS

Applications are invited for a Lectureship in Software Validation/Specification. The holder will be expected to carry out research and teaching in the field of Software Validation/Specification. The University reserves the right to appoint to the post a person of its own choice.

Salary: Lecturer I K11,610 p.a. (under review). Lecturer II K11,610 p.a. (under review). Applications should be sent to the Registrar, University of Warwick, Coventry CV4 7AL.

The University of Leeds Department of Psychology TWO POSTS OF LECTURER

Applications are invited for two posts of Lecturer in the Department of Psychology. The holder will be expected to carry out research and teaching in the field of Psychology. The University reserves the right to appoint to the post a person of its own choice.

Salary: Lecturer I K11,610 p.a. (under review). Lecturer II K11,610 p.a. (under review). Applications should be sent to the Registrar, University of Leeds, Leeds, LS2 9JT.

University of Warwick SSRC MACROECONOMIC MODELLING BUREAU

Applications are invited for two research posts in the Macroeconomic Modelling Bureau. The holder will be expected to carry out research and teaching in the field of Macroeconomics. The University reserves the right to appoint to the post a person of its own choice.

University of London CHAIR OF EDUCATIONAL ADMINISTRATION AT THE INSTITUTE OF EDUCATION

The holder of the Chair will be expected to carry out research and teaching in the field of Educational Administration. The University reserves the right to appoint to the post a person of its own choice.

University of London CHAIR OF EDUCATIONAL ADMINISTRATION AT THE INSTITUTE OF EDUCATION

The holder of the Chair will be expected to carry out research and teaching in the field of Educational Administration. The University reserves the right to appoint to the post a person of its own choice.

University of London CHAIR OF EDUCATIONAL ADMINISTRATION AT THE INSTITUTE OF EDUCATION

The holder of the Chair will be expected to carry out research and teaching in the field of Educational Administration. The University reserves the right to appoint to the post a person of its own choice.

University of Warwick LECTURERSHIP IN INFORMATION SYSTEMS/BUSINESS COMPUTERS

Applications are invited for a Lectureship in Information Systems/Business Computers. The holder will be expected to carry out research and teaching in the field of Information Systems/Business Computers. The University reserves the right to appoint to the post a person of its own choice.

Salary: Lecturer I K11,610 p.a. (under review). Lecturer II K11,610 p.a. (under review). Applications should be sent to the Registrar, University of Warwick, Coventry CV4 7AL.

University of Warwick SSRC MACROECONOMIC MODELLING BUREAU

Applications are invited for two research posts in the Macroeconomic Modelling Bureau. The holder will be expected to carry out research and teaching in the field of Macroeconomics. The University reserves the right to appoint to the post a person of its own choice.

University of Warwick SSRC MACROECONOMIC MODELLING BUREAU

Applications are invited for two research posts in the Macroeconomic Modelling Bureau. The holder will be expected to carry out research and teaching in the field of Macroeconomics. The University reserves the right to appoint to the post a person of its own choice.

University of Warwick SSRC MACROECONOMIC MODELLING BUREAU

Applications are invited for two research posts in the Macroeconomic Modelling Bureau. The holder will be expected to carry out research and teaching in the field of Macroeconomics. The University reserves the right to appoint to the post a person of its own choice.

University of Warwick SSRC MACROECONOMIC MODELLING BUREAU

Applications are invited for two research posts in the Macroeconomic Modelling Bureau. The holder will be expected to carry out research and teaching in the field of Macroeconomics. The University reserves the right to appoint to the post a person of its own choice.

University of Warwick SSRC MACROECONOMIC MODELLING BUREAU

Applications are invited for two research posts in the Macroeconomic Modelling Bureau. The holder will be expected to carry out research and teaching in the field of Macroeconomics. The University reserves the right to appoint to the post a person of its own choice.

University of Warwick SSRC MACROECONOMIC MODELLING BUREAU

Applications are invited for two research posts in the Macroeconomic Modelling Bureau. The holder will be expected to carry out research and teaching in the field of Macroeconomics. The University reserves the right to appoint to the post a person of its own choice.

University of Warwick SSRC MACROECONOMIC MODELLING BUREAU

Applications are invited for two research posts in the Macroeconomic Modelling Bureau. The holder will be expected to carry out research and teaching in the field of Macroeconomics. The University reserves the right to appoint to the post a person of its own choice.

University of Warwick SSRC MACROECONOMIC MODELLING BUREAU

Applications are invited for two research posts in the Macroeconomic Modelling Bureau. The holder will be expected to carry out research and teaching in the field of Macroeconomics. The University reserves the right to appoint to the post a person of its own choice.

University of Warwick SSRC MACROECONOMIC MODELLING BUREAU

Applications are invited for two research posts in the Macroeconomic Modelling Bureau. The holder will be expected to carry out research and teaching in the field of Macroeconomics. The University reserves the right to appoint to the post a person of its own choice.

University of Warwick "NEW BLOOD" AND INFORMATION TECHNOLOGY LECTURERSHIPS

Applications are invited for the following appointments, funded under the UGC's "New Blood" and information technology initiatives. The posts are available from 1st October, 1983, and in addition to the salary for each post, the UGC award makes some provision for research and other costs. For the "New Blood" posts, candidates should normally be aged 35 or under.

"New Blood" Lecturerships

Chemistry - In the field of Organometallic Chemistry, particularly transition metals. Interests in the following areas would be particularly welcomed: synthesis; the general reactions of co-ordinated ligands; the use of organometallic compounds in organic synthesis, or the mechanisms of such reactions. However, applicants with interests in other areas will also be considered. (Ref NB1)

Engineering - The fundamental interests of the Centre for Instrumentation and Metrology, which is unique in the UK, are in micro-mechanics, micro-electronics and optics, and their interfaces, particularly with regard to miniaturization. An interest in one or more of the following areas is desirable: sensors - optical and electro-optical; data acquisition and analysis; two dimensional statistical processes. (Ref NB2)

Industrial and Business Studies (Operational Research) - To work with or finance staff to compare and develop mathematical methods for risk appraisal in investment decisions. Teaching opportunities will involve both undergraduate and postgraduate courses. (Ref NB3)

Mathematics - Preference will be given to candidates in applied dynamical systems. (Ref NB4)

Physics - In the general area of The Physics and Chemistry of Real Surfaces. Candidates should have relevant background and experience in physics or physical chemistry. (Ref NB5)

Information Technology Lecturerships

Computer Science (Robotics) - For research into the control of multiple-sensor, mobile, manipulative robots. Candidates should be interested in programming languages concurrent programming, and in the general design problems presented by compact real-time distributed systems needed for robotics applications. The post will involve teaching for Computer Science and Computer Systems Engineering Courses. (Ref IT1)

Engineering - A new M.Sc. course has been approved to optimise the introduction of latest techniques in information technology into manufacturing technology. Candidates should have expertise in one or more of: component recognition; man/machine interface; network communication; office automation information transfer in production control. (Ref IT2)

Salary for all posts will be on the Lecturer scale £8,375-£13,505 per annum. Application forms and further particulars from the Academic Registrar, University of Warwick, Coventry CV4 7AL. Closing date for receipt of applications is 29th April, 1983. Please quote appropriate Ref No in all correspondence.

Research & Studentships

Camborne School of Mines

TEMPORARY RESEARCH ASSISTANT

V.L.F. (Geophysical Equipment)
£5,973-£6,693 p.a.

The Camborne School of Mines has been involved in the development of borehole logging systems and as a result of continuing support from the BSC, Dr. E. Kantaris, the Project Leader, now seeks a Research Assistant to assist with field work and to develop interpretation techniques.

Applicants should have a degree in Physics, Maths or Electronics with three years' experience in a related field. A strong computing background in high level languages and the ability to work with 3-dimensional problems are essential.

The post is for a period of two years from the date of appointment. The candidate will be eligible for enrolment for a higher degree.

The conditions of this post are governed by the NUC Conditions of Service for Local Authorities (APT & C Staff). The post holder is also eligible to join the County Council Superannuation Scheme.

Application forms and further details from The Registrar, Camborne School of Mines, Pool, Redruth, Cornwall. Closing date 22nd April, 1983.

The University of Leeds School of Geography RESEARCH DEGREES

Applications are invited from students who have or expect to obtain a first class or good upper second honours degree in under-graduate research in one of the following areas: urban and regional analysis and planning; spatial population analysis; urban development; energy resource studies; and resource and development studies in Asia, Africa, Latin America and South and East Asia. The student should be able to undertake field research in the field of the above areas. The successful applicant will be awarded a research scholarship of £3,000 p.a. plus a stipend of £1,000 p.a. for a period of three years.

NERC award: One award is available to be used to support a student in research in one of the following areas: hydrology and movement of water in the environment; glacial and periglacial geomorphology; and the movement of water in the environment. The successful applicant will be awarded a research scholarship of £3,000 p.a. plus a stipend of £1,000 p.a. for a period of three years.

MA in Human Geography: A full-time taught course is offered for the first year of study. The course is available on a part-time basis for students who have completed the first year of a three-year undergraduate programme in Geography. The successful applicant will be awarded a research scholarship of £3,000 p.a. plus a stipend of £1,000 p.a. for a period of three years.

Part-time registration is available for both research study and the MA.

University of Bristol Applications are invited for an S.S.R.C. STUDENTSHIP

to be linked with the Bristol University development study. The award is for a period of two years starting in the autumn of 1983. The successful applicant will be awarded a research scholarship of £3,000 p.a. plus a stipend of £1,000 p.a. for a period of three years.

Further details from the Registrar, University of Bristol, School of Geography, 100, Woodhouse Road, Bristol, BS8 1TL.

Personal

THE 1983 SOCIETY is a social and professional organization for students and graduates of the University of Bristol. The society is open to all students and graduates of the University of Bristol. The society is open to all students and graduates of the University of Bristol.

THE 1983 SOCIETY is a social and professional organization for students and graduates of the University of Bristol. The society is open to all students and graduates of the University of Bristol. The society is open to all students and graduates of the University of Bristol.

Overseas

LEBANON

American University of Beirut

5 Assistant Professors
Department of Business Administration
(Reference 83 A 28-30)

3 Assistant Professors
Department of Chemistry
(83 A 31-33)

The American University of Beirut is a leading cosmopolitan English medium university. Founded in 1863 in West Beirut on a campus of 70 acres, it now has 4,500 students, male and female, from all over the Middle East. Throughout recent disturbances in Beirut it has continued to function almost normally retaining a significant proportion of expatriate staff. It has asked the British Council to assist in recruitment in the UK for British staff to augment their Faculty as from the 1983 Academic year.

Duties: 5 Assistant Professors, Department of Business Administration, Teaching Specialty: (a) Marketing - Marketing Management, International Marketing, Marketing Research, (b) Accounting - Basic Accounting, Cost Accounting and Control, Auditing, Advanced Accounting, (c) Banking - Commercial Banking, Central Banking and Monetary Policy, (d) Business Economics and Statistics - Managerial Economics Quantitative Methods, Business Economics Statistical Methods - Business Research Analysis and Forecasting, Business Statistics, (e) Finance - Financial Markets and Institutions, Financial Management, Investment.

3 Assistant Professors of Chemistry, Teaching Specialty: (a) Analytical - Instrumentation - General Chemistry, Quantitative Analysis, Analytical Chemistry, Technical Analysis; Instrumental Techniques, (b) Inorganic - General Chemistry, Inorganic Chemistry (Lecture and Laboratory Courses, Co-ordination compounds, Inorganic Preparations), (c) Physical - Spectroscopy - General Chemistry, Chemical Kinetics, Molecular Structure Chemical Thermodynamics, Advanced Laboratory.

All appointees will also teach graduate courses according to ability and demand. Extra curricular activities (eg athletics coaching) are welcomed.

Qualifications: Candidates, male or female must have a PhD, 1 or 2 year post-graduate experience is desirable. The upper age limit is 60 years. Some knowledge of Arabic would be useful but not essential.

Salary: US\$20,000-US\$27,000 per annum, taxable (£13,058-£17,801 @ £1 = 1.6340).

Benefits: Return air fares for appointees and family (children under 18 years); baggage allowance; educational allowance; entitlement to enroll in AUB Hospitalization Insurance Plan; three summer months annual leave; some staff may benefit from accommodation on campus at special rates or alternatively university help in identifying accommodation near campus. A 1 year contract, renewable, particularly for those able to arrange secondment is available, but 3 year contract preferred.

Starting date: late September 1983.
Applications should reach us by 22nd April, 1983 if possible.

For further details and application form, please write quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

TO ADVERTISE IN THE THES

PLEASE PHONE
JANE McFARLANE
ON
01-253 3000

THE TIMES
HIGHER
EDUCATION
SUPPLEMENT

Prity House,
St Johns Lane,
London EC1M 4BX

UNIVERSITY OF CAPE TOWN

Research Officer: Economic Geology

Applications are invited for the above vacant post in the Department of Geology. The ideal appointment will be for a three-year period. The successful applicant will undertake research in the field of Economic Geology and will also do some teaching within the Department. He or she will work closely with Professor L. Minter in the Department of Geology. The successful applicant will be awarded a research scholarship of £3,000 p.a. plus a stipend of £1,000 p.a. for a period of three years.

Appointees should have a PhD degree or equivalent research experience. Appointment will be made according to qualifications and experience in the salary range R2 657 to R22 173 per annum. Staff benefits include an annual bonus of 10% of salary, pension, medical aid and a housing subsidy subject to state regulations.

Applicants should submit a curriculum vitae stating research interests, age, present salary, experience and qualifications. The date only should be completed and the names of three referees.

Further information is obtainable from Professor A. M. Reid, Department of Geology, University of Cape Town, Private Bag, Rondebosch 7700, South Africa, by whom applications should be received by 31 May 1983.

The University's policy is not to discriminate on the basis of race or religion.



NATIONAL UNIVERSITY OF SINGAPORE DEPARTMENT OF ACCOUNTANCY

Applications are invited for teaching appointments ranging from Lectureships to Associate Professorships in the Department of Accountancy. Appointments will be made to fill vacancies in each of the following groups:

- (1) Financial Accounting
- (2) Cost and Managerial Accounting
- (3) Auditing
- (4) Legal Studies and Taxation
- (5) Management Information Systems

The Department of Accountancy conducts courses to approximately 1,000 full-time students reading for the Bachelor of Accountancy (B.Acc) degree. Selected staff in the department may also participate in the teaching of the Master of Business Administration (MBA) degree course conducted by the School of Management.

Applicants should possess at least a Master's degree in Accounting and relevant professional qualifications for appointment to the first four groups. For group (5), applicants must possess a PhD degree.

Gross annual emoluments range as follows:
Lecturer \$27,510-\$7,040
Senior Lecturer \$31,870-\$4,500
Associate Professor \$34,030-\$10,870
(STGE1 = \$33.10 approximately)

The commencing salary will be dependent upon the candidate's qualifications, experience and the level of appointment offered.

Leave and medical benefits are provided. Under the University's Academic Staff Provident Fund Scheme, the staff member contributes at the present rate of 23% of his salary subject to a maximum of \$890 p.m., and the University contributes 22% of his monthly salary. The sum standing to the staff member's credit in the Fund may be withdrawn when the staff member leaves Singapore/Malaysia permanently.

Other benefits include: a settling-in allowance of \$51,000 or \$52,000, subsidized housing at rentals ranging from \$5100 to \$5215 p.m., education allowance in respect of children's education subject to a maximum of \$512,000 p.a., passage assistance and baggage allowance for the transportation of personal effects to Singapore. Staff members may also undertake consultation work, subject to University approval, and retain consultative fees up to a maximum of 60% of gross emoluments in any one year.

Application forms and further information on terms and conditions of service may be obtained from:

The Director,
Personnel Department,
National University of
Singapore,
Kent Ridge,
Singapore 0511
REPUBLIC OF SINGAPORE

Mr. R. E. Sharma,
Director,
NUS Overseas Office,
5 Cheong Street,
London SW1
England.
Tel: (01) 235 4582.



NATIONAL UNIVERSITY OF SINGAPORE DEPARTMENT OF JAPANESE STUDIES

Applications are invited for teaching appointments in the Department of Japanese Studies. The department has currently more than 200 students taking courses in languages, literature, diplomatic history and economic history.

The vacancies are in the following fields:

- 1) Japanese language;
- 2) Japanese economics and economic history; and
- 3) political science, with a focus on domestic politics.

For the post in Japanese language, the candidate should possess at least a Master's degree, and have teaching experience in linguistics. Preference will be given to candidates who are able to teach contemporary Japanese culture. For the other positions, candidates must have a PhD degree and relevant teaching and research experience.

Gross annual emoluments range as follows:
Lecturer \$27,510-\$7,040
Senior Lecturer \$31,870-\$4,500
Associate Professor \$34,030-\$10,870
Professor \$38,140-\$12,820/125,010-\$141,780
(STGE1 = \$33.08 approximately)

The commencing salary will be dependent upon the candidate's qualifications, experience and the level of appointment offered.

Leave and medical benefits are provided. Under the University's Academic Staff Provident Fund Scheme, the staff member contributes at the present rate of 23% of his salary subject to a maximum of \$890 p.m., and the University contributes 22% of his monthly salary. The sum standing to the staff member's credit in the Fund may be withdrawn when the staff member leaves Singapore/Malaysia permanently.

Other benefits include: a settling-in allowance of \$51,000 or \$52,000, subsidized housing at rentals ranging from \$5100 to \$5215 p.m., education allowance, in respect of children's education subject to a maximum of \$512,000 p.a., passage assistance and baggage allowance for the transportation of personal effects to Singapore. Staff members may also undertake consultation work, subject to University approval, and retain consultative fees up to a maximum of 60% of gross emoluments in any one year.

Application forms and further information on terms and conditions of service may be obtained from:

The Director,
Personnel Department,
National University of
Singapore,
Kent Ridge,
Singapore 0511
REPUBLIC OF SINGAPORE

Mr. R. E. SHARMA,
Director,
NUS Overseas Office,
5 Cheong Street,
London SW1
England.
Tel: (01) 235 4582.

Overseas continued

WAIT

Western Australian
Institute of Technology

Limited Term Appointment (Three Year Contract) PRINCIPAL LECTURER ACCOUNTING

The School of Accounting desires to appoint a person who will provide academic leadership in teaching, research and development in one of the following areas: financial accounting, managerial accounting, government accounting or auditing.

Applicants should possess a higher degree in accounting, preferably at doctoral level. Applications will also be considered from persons with exceptional industrial/public/government accounting experience at a senior level in lieu of a higher degree.

The successful applicant will have a background which includes significant industrial and/or academic experience, and will be capable of contributing to the review and development of academic programmes as well as providing leadership, assistance and encouragement of staff initiatives, especially in research and publication. (Ref 563)

Annual Salary: \$39,855 per annum
Qualifications: Candidates with lesser qualifications than stated above will be considered at other than the advertised level of appointment.
Conditions include: leave for appointees and family plus assistance with removal expenses.
Applications: Details including the names and addresses of three referees should be submitted in duplicate not later than 21st April 1983 to the Migration Officer, Western Australia House, 115 Strand, London WC2R 0AJ, from whom further information may be obtained. When applying please quote Ref. No. and Code WIT.

KING SAUD UNIVERSITY (FORMERLY UNIVERSITY OF RIYADH)

Applications are invited from:

- 1) EFL/ESL LANGUAGE INSTRUCTORS
Applicants should hold one of the following:
• Master's degree in TEFL/TESOL
• Master's degree in English, with no less than one year's experience at University level;
• Bachelor's degree and a diploma in ELT with no less than one year's experience in ELT.
• Bachelor's degree in English with no less than three years' experience in ELT.

2) LANGUAGE LAB TECHNICIANS
Applicants should hold a Bachelor's degree and no less than three years' experience in the Audio-Visual field.
Applications, giving full addresses and telephone numbers, accompanied by non-returnable photocopies of academic and specialised experience credentials, should be sent to:

Director of G.E.L.T.,
College of Arts,
King Saud University,
P.O. Box 2458,
Riyadh,
SAUDI ARABIA

AUSTRALIA ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY LIMITED Lecturer

The Department of Electrical Engineering

The appointee will be required to lecture at undergraduate and postgraduate levels as well as be involved in the Department's research and industrial co-operation programme. The Department's major areas of activities are Power Systems and Electrical Engineering, Industrial Control Systems, Power Electronics, Electronic and Micro-processor applications in power systems, Electrical Machines and Variable Speed Drives.

The appointee for this position should possess a higher degree in Electrical Engineering and industrial experience. They are expected to undertake teaching and R&D activities in Power Systems with the Department of co-operation in the area of High Voltage Engineering. The position is tenured.

Salary within the range \$422,430-\$428,467 p.a.

The appointed date of commencement is September 1983, however other commencement dates will be considered.

Further details are available from the Staff Branch. Applications should be sent to: 115 Strand, London WC2R 0AJ, B.M.T. Box 2458, P.O. Melbourne, 3001, Australia by 16/4/1983.

UNIVERSITY OF NATAL DEPARTMENT OF GEOLOGY DURBAN

Applications are invited from suitably qualified persons regardless of sex, religion, race, colour or national origin for appointment to the post of:

LECTURER OR SENIOR LECTURER IN ECONOMIC GEOLOGY

Salary in the range:
LECTURER R12,857 x 780 - R18,557 x 936 - R22,173 per annum.
SENIOR LECTURER R18,557 x 936 - R24,045 per annum.
The commencing salary notch will be dependent on the qualifications and/or experience of the successful applicant. In addition, a service bonus of 93% of one month's salary is payable annually.

Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, and leave conditions and travelling expenses on first appointment are obtainable from the Secretary, South African Universities Office, Chichester House, 278, High Holborn, London WC1V 7HE or the Registrar, University of Natal, King George V Avenue, Durban, 4001, with whom applications, on the prescribed form, should be lodged not later than 31st May 1983 quoting reference D18/83.

PRINCETON UNIVERSITY DEPARTMENT OF HISTORY PROGRAM IN HISTORY OF SCIENCE HISTORIAN OF SCIENCE

The Department of History and the Program in History of Science seek an Historian of Science for a three year Assistant Professorship beginning in September 1983. Preferred field is the Physical Sciences, since the Renaissance, but scholarly promise will be the leading consideration.

Applicants should be sent immediately and, in any case, no later than 21st April, 1983, to the Search Committee, Program in History of Science, 220 Palmer Hall, Princeton University, Princeton, New Jersey 08544.

University of Malawi Staff Vacancies: Chancellor College Department of History LECTURER/SENIOR LECTURER/READER IN HISTORY

Applications are invited from suitably qualified persons to fill the above posts. The successful applicant will be awarded a research scholarship of £3,000 p.a. plus a stipend of £1,000 p.a. for a period of three years.

Applicants should possess a PhD degree or equivalent research experience. Appointment will be made according to qualifications and experience in the salary range R2 657 to R22 173 per annum. Staff benefits include an annual bonus of 10% of salary, pension, medical aid and a housing subsidy subject to state regulations.

Applicants should submit a curriculum vitae stating research interests, age, present salary, experience and qualifications. The date only should be completed and the names of three referees.

Further information is obtainable from Professor A. M. Reid, Department of Geology, University of Cape Town, Private Bag, Rondebosch 7700, South Africa, by whom applications should be received by 31 May 1983.

The University's policy is not to discriminate on the basis of race or religion.

Completed applications (3 copies) should be sent to: The Registrar, University of Malawi, P.O. Box 278, Zomba, Malawi, not later than 30 April 1983 and should be accompanied by a curriculum vitae as well as a list of references.

Successful candidates will be offered initially on a two-year contract.

UNITED STATES. Academic posts are available in all parts of the country. For further information please write to: Overseas Opportunities, 215 East 48th Street, New York, N.Y. 10017, U.S.A.

UNIVERSITY OF TUNIS Invites applications for three posts of:

Maître-Assistant and Maître de conférences in English.

English Literature from the 17th Century and Social History from the 17th Century.

Qualifications: PhD and University teaching experience. Salary: from £8,170 to £27,580 per annum net. Return passage and baggage for lecturer and family. Two year contract. Interviews for short-listed candidates in London during the 1st week of May.

Application to be sent to Tunisian Embassy, 29 Princes Gate, London SW7.

Miscellaneous



THE INSTITUTION OF ELECTRONIC AND RADIO ENGINEERS

EDUCATION AND TRAINING OFFICER

Applications for this important post are invited from qualified engineers up to the age of 55 with a keen interest in the education, training and work of the electronic engineering profession. The successful applicant will act as secretary to the Education and Training Committee and be responsible for dealing with matters concerned with the work of that committee such as academic course accreditation, training scheme approval and administration of professional standards.

A commencing salary in the region of £10,000 p.a. is envisaged plus other benefits including a contributory pension scheme. Applications with detailed CV, in writing only please and marked 'Private and Confidential' on the envelope, to The Secretary, IERE, 89 Gower Street, London WC1E 6AZ to be received not later than 25th April, 1983.

Colleges of Further Education continued

DERBY LONSDALE COLLEGE OF HIGHER EDUCATION

Faculty of Social & Professional Studies

Senior Lecturer in Management Studies

to organise and teach upon programmes in management, business, purchasing and marketing. Essential qualifications: Degree and/or professional qualification plus good managerial experience. Duties to commence on 1st September, 1983.

Salary Scale: Senior Lecturer £10,173-£11,854-£12,816.
Application forms and further particulars from the Staffing Officer, Derby Lonsdale College of Higher Education, Lonsdale Road, Derby DE1 1DB. Tel: Derby 47181, Ext. 22, to whom completed forms should be returned by Friday, 22nd April, 1983.

Bridgewater College, Bridgewater Somerset

Department of Humanities and Social Sciences

TEMPORARY FULL-TIME LECTURER IN ENGLISH

English Lecturer Grade 7. Required for one year from September 1983 to teach A level English Literature while the present pathologist is on leave. Good academic qualifications and teaching experience are essential.

Application form and details (8A) from the Principal, Bridgewater College, Bath Road, Bridgewater, BA4 4BE, Gloucestershire, by 29 April 1983.

Business Services

MANUSCRIPTS: typing, experienced, fast, accurate, 24 hours, 4087 (N. London).

PLEASE MENTION THE THES WHEN REPLYING TO ADVERTS

THES Special Features 1983

June
10 Reviews of New Journals in the Humanities and Social Sciences
17 Computers in Higher Education

July
1 Education for Employment

Aug
12 Feature to commemorate the 13th Commonwealth Universities Congress at Birmingham (14-20 Aug.)

Sept
16 Reviews of New Journals in the Sciences

Don's diary

Monday

Springtime! I awake to a howling gale and grit my teeth: my diary says I start today with a 30 mile drive to central Lancashire. Drop my youngest son at school and head for the M6. 8.30

Driving rain and flurries of sleet. Poor visibility: there's a 40 mph speed limit. They didn't tell me when I took this job that I should buy a car and expect to travel. I thought I would lecture in a college of education.

Whoops! Nearly miss the junction with the M61. I make Chorley Woodlands - the county in-service centre - slightly late. The history inset panel is an amiable group. By courtesy of the history advisor we discuss, over coffee and buttered scones, the county in-service provision in the humanities for the 7-14 age group.

12.35 pm I leave in watery sunshine. Approaching the M61 the sky turns grizzly. The car feels and flutters in westerly crosswinds but I make it to home base. No lunch today. Little time and no change: the sandwich machine doesn't take those new-fangled 20p pieces.

1.30 pm Lecture to a dozen third-year BA students: the effects of the Great War upon Russia. We follow with a seminar on the influence of Nicholas II and the imperial family. We're heading for the Revolution!

Two hours on Russia is enough. I snatch both a cup of tea and a quick word with two colleagues. The college office wants me: some minor problem over duplicating material. A brief internal phone call and then I'm off. Not home. It's only 3.55 pm. Another in-service meeting at a local primary school: it concerns a curriculum development project on the local heritage. The same county advisor is there: I represent the college. We listen and talk and are shown the children's work: a commendable achievement. With a bit of luck I will be home by six o'clock.

Damn! I forgot to take some meat from the deer freeze this morning. The family's hungry: cheese soufflé will be the main course tonight. As I break the eggs I reflect. There are some essays to mark, some teaching practice reports to compile and tomorrow's lecture to peruse.

Tuesday

It might be the back end of the year: gusts of rain and a moaning wind. I leave my family at home; my youngest son has a streaming cold. 9.0 am. My second lecture in part one computer studies. I'm only a historian but I try to explain the social impact of the microprocessor to a depleted audience. Maybe it's too early - or too inclement - for such stern issues. 10.0 am. Move to the main lecture theatre to join the first-year history students.

Cought. In the senior common room at coffee time by people with sundry matters to discuss. There is a constant process of evaluation operating in colleges: it produces endless change and some insecurity. 11.30 am Back to my room to finalize next term's method programme for the history graduates. Further discussion with a colleague. The subject? A new in-service course for history teachers beginning next autumn but there are two preliminary sessions imminent. We sort them out to our satisfaction. I reward myself with a tuna wholemeal sandwich from the machine.

Afternoon. I had planned to make my 26th teaching practice visit of the term to a local primary school. I've had a mixed bag to supervise: post-graduate historians and second-year BED students. My patch has covered a sizeable triangle in Cumbria and Lancashire: Carlisle, Dalton-in-Furness and Heysham are the furthest points. Today I cancel the visit. My student is ill. The unexpected free time is welcome for the odds and ends. First sift the mail: mostly inter-

nal. Then visit the registrar's office at his request to consider certain applications. Back in my room I correct some examination proofs, check and alter the history entries for the new prospectus, write a couple of memos and compose a letter to the vice principal.

Tea and more earnest chat. A student calls with an essay; another to talk about next year's courses. Think of tomorrow: some discussion material to photocopy. Other sheets are still being duplicated. They're promised for five o'clock: it's 5.10 when I retrieve them. Spread out the pages in my room. Collate five piles into brown manila folders for next morning's session. No intellectual challenge here: a routine chore but part of the job. Home by 5.30 pm. Catch up on the day's news, though there seems little. Roast lion of pork tonight, with all the trimmings.

Wednesday

Rain, rain and more rain! 9.15 am Clutch my folders to my coat and hurry across the campus to a third year workshop session of environmental studies. These BED students hope to teach in primary or middle schools next year. Discuss the experience of the local heritage project. Positive feedback. Advisors and lecturers facilitate curriculum innovation; teachers contribute immediate classroom experience; everyone cooperates in planning; teachers then implement and evaluate the scheme with pupils; students study schemes and outcomes.

11.0 am Coffee, then pick up the mail. 11.30 am Assessment meeting of the Postgraduate Certificate of Education. The external examiners' comments are succinct and encouraging. Finish early. Lunchtime should be peaceful. No teaching this afternoon: half day, set aside for sport.

I gaze outside at the deepening puddles - dimpled with drops. Raucous shouts tell me someone is playing soccer. What it is to be young! Head down. Concentrate on reports for teaching practice students. A mid-afternoon interview with a BA applicant from County Durham. We're both early, so first I chat informally. There's an exhibition of ceramics in the senior common room. Staff sip tea and chatter around the display. Late afternoon: reports all finished, memos written. I'm free to go. My homemaker spaghetti bolognese for dinner this evening. We might even open a bottle of wine!

Thursday

A sunny morning at home, marking three year essays. I make a lunchtime detour to a secondary school; bearing copies of 1851 census returns, borrowed for an urban study. Warmest thanks! In college I hold a short "surgery" for school practice students. An afternoon meeting: the faculty of academic studies. The principal informs us of recent developments: we are now used to flux. Home late for a mixed grill. Still more marking to do.

Friday catalogue today's tasks, pressing but trivial. People and paper! Monday is laden with well-meant interruptions. Lunchtime evaporates. 1.30 pm and Tuesday's class again. Apathy reigns.

Tea to revive me. Then a late afternoon "surgery" somewhat prolonged. 9.15 pm. Turn down the radiator: check all the lights - Bursar's instructions. At last head for home where the family is waiting. Tomorrow I've a book to write. Meanwhile it's scampi and chips from our local.

Friday

I catalogue today's tasks, pressing but trivial. People and paper! Monday is laden with well-meant interruptions. Lunchtime evaporates. 1.30 pm and Tuesday's class again. Apathy reigns.

Tea to revive me. Then a late afternoon "surgery" somewhat prolonged. 9.15 pm. Turn down the radiator: check all the lights - Bursar's instructions. At last head for home where the family is waiting. Tomorrow I've a book to write. Meanwhile it's scampi and chips from our local.

Margaret Shennan

The author is principal lecturer and head of history at St Martin's College, Lancaster.

Lecturing through a smokescreen



Tessa Blackstone

My justification is that some people's freedom is other people's discomfort: foul smell, smoky atmosphere, smarting eyes and sore throat. This raises a more general question about smoking in any public place. Is a more authoritarian line needed from governments, local authorities and indeed any organization that runs publicly used facilities?

Let me begin with public transport. For those of us who have never managed to shake off our childhood affliction of travel sickness, there is nothing more conducive to ill-health in any private anti-smoking campaign we might dare to conduct than people who smoke in cars. The only worse place to smoke is bed. However, cars like beds are privately owned and therefore subject to private negotiation. Buses, trains and planes are not. Smokers will reply that they all have non-smoking sections. But should that continue? I know the Germans are meant to be disciplined and obedient, but if they can get rid of all smoking on public transport in West Berlin, as I recently discovered, why can't we?

There are three reasons why we cannot. First, sections do not work. First come people who do not observe the rules. The reply that you can politely ask them to refrain won't do. Has anyone ever tried to ask a group of half-pissed soldiers on their way back to Aldershot all smoking in a non-smoking compartment to stop doing so? Second, there is not always enough room in the

in eating or drinking establishments. Some time ago I participated in a radio discussion on public houses and why people go to them. I decided to do a little research beforehand, since for me they have tended to be purely utilitarian functions: somewhere to stop for a quick half pint and a pie on a long walk; somewhere to fill in time briefly before a film or a play or a place to meet a friend, which unlike the street outside will be warm and dry. I visited several pubs, sat at the bar and talked to strangers about why they were there. My findings I will leave to another time. It was, however, an interesting experience which I enjoyed. I discovered the social role of the pub of which I had previously been unaware. However, the experience was marred by one thing. Cigarette smoke so filled the atmosphere in each case that my clothes smelt for several days after.

Much of the public campaign against smoking has been directed at advertising. While I endorse all that has been said by those who wish to see it restricted I wonder whether too much attention has been paid to this and not enough to smoking in public places. Legislating against tobacco company advertisements is one way of preventing more people from starting to smoke and preventing those who already smoke from smoking more. Legislating against smoking in public places protects the non-smoker from the effects of smoking as well as reducing the use and places in which those who indulge can do so, presumably thereby affecting their overall consumption.

Perhaps some of us should also be more courageous about saying no in private places? One such private place is one's office. One of my professional colleagues smokes cigars at 10.00 am meetings. I have not yet dared to incur his wrath by asking him to put it out. I have, however, decided to follow the example of another colleague by putting a no smoking sign in a prominent place. Copping out perhaps, but we professional women are more frightened than most of acquiring a reputation for bossiness, a label which is applied, often unfairly, to the first possible opportunity. As to one's own home, I have noticed that more smokers now ask if they can smoke, but I have never felt able to say, "I'd rather you didn't", for fear of seeming curiously when they have been polite enough to ask. The only place where I have always been able to play it tough is in bed. Any man who lights a cig there gets the Lysol treatment. But it's quite a big step from that to, "If anyone smokes, I won't lecture!"

Similarly few restaurants have become no smoking establishments. While most people now ask their companions if they mind before they light up between courses - another particularly unpleasant smoking habit I have yet to find anyone asking the people at the next door table if they mind. Only the most brazen anti-smoker will have sufficient courage to ask a stranger in a restaurant if they would mind refraining from smoking. Perhaps that time will come. At present there is no redress

played to reach a staff-student ratio of approximately 1:10 which had been recommended by the University Grants Committee in the mid-1970s. At the beginning of the current quinquennium (1980) this would have represented an increase to the academic staff establishment of about 20 per cent.

This quinquennium was funded on the basis of projected student numbers and for the first time included a trigger mechanism provision whereby aspects of the grant should be reviewed if student numbers varied by more than 1,000 from those forecast for aggregate internal and external university rolls. For the first time also there was provision for inflationary increases in non-salary items.

Open entry essentially means that students who are 16 and have passed a traditional academic qualifying examination or anybody aged 21 with or without formal qualifications may enter university. Declining support in the area of student assistance grants coupled with the recent abandonment of a summer job scheme for students, however, leads one to conclude that this aspect of New Zealand's university system is under a great deal of pressure.

Similarly in the late 1970s, university were not remunerated for inflationary increases in non-salary items. The consequence of this as recorded by the Planning Council in 1979 was that academic staff numbers are now about 50 less than would have been employed had the intended ratio of staff to students been achieved. This decline has continued and the association estimates that more than 700 additional academics would need to be employed to maintain the intended ratio.

Before this quinquennium ended in March 1983, we are likely to see the trigger mechanism activated as student numbers continue to increase at a faster rate than was projected. The author is executive secretary of the Association of University Teachers of New Zealand. This is the first of a quarterly series of contributions from overseas. The other organizations contributing will be the American Association of University Professors, the Canadian Association of University Teachers, and the Federation of Australian University Staff Associations.

Rob Crozier

The author is executive secretary of the Association of University Teachers of New Zealand. This is the first of a quarterly series of contributions from overseas. The other organizations contributing will be the American Association of University Professors, the Canadian Association of University Teachers, and the Federation of Australian University Staff Associations.

LETTERS TO THE EDITOR

Bernard Crick and Sir Harold Wilson

Sir - Why must Bernard Crick be so disagreeably waspish (*THES*, March 25)? His notorious article in *Political Quarterly* 1971 ought to be the sort of embarrassing thing which any respectable academic should be happy to leave buried in a forgotten grave. Not only was the article highly personal and verging on the insulting - it should have been marked and returned to Bernard Crick with an observation to the effect that political analysis is about objective evaluation of fact and not about intemperate vituperation.

Now we are treated to an account of a conference held in London under the auspices of the Politics Association. Many of the points made in the article are inaccurate and others are misleading. I happen to know that questions to Sir Harold Wilson were not "laundered". On the contrary, Sir Harold was offered sight of the questions in advance but declined to view them. In view of the 1971 article of which Crick appears so proud, it was also thought prudent to ask Wilson whether he would object to Crick being his chairman. In a very open-handed way Sir Harold said that he would have no objection whatsoever.

It is perfectly possible to disagree with Wilson's methods of administration and with his political stances. I myself as a member of another political party, have frequently done so. What is a bit rich is for a political scientist with some claims to distinction to make such blatant use of the *argumentum ad hominem*. Wilson's

achievements as prime minister were considerable and included the encouragement of positive educational advance through the creation of the Open University, the development of the polytechnics, the expansion of the university system and the extension of mandatory awards to HND students. Another very important educational improvement was the recognition of the right of full-time students at the long-term residential colleges to statutory grant aid.

But to all these Bernard Crick prefers the juicy odour of scandal and the crooked blade of innuendo. What on earth has Bernard Crick done for his party? Do his achievements in any way indicate that he can be considered in the same league as Wilson? Surely not.

When distinguished public figures now in retirement consent to talk to young people in the light of their experience, they should be viewed in a critical spirit and their words viewed against their deeds. No one can possibly object to that - in fact, it is an essential part of the exercise. What is intolerable is that someone like Bernard Crick should use such an occasion and then the columns of the *THES* for the pursuit of a bad-tempered personal vendetta.

Yours faithfully,
DAVID J. HERD,
Past Chairman,
Lancashire Branch of the Politics Association.

London nursing

Sir - I would like to comment upon the item about the report of the working party on nursing studies within the University of London (*THES*, March 18).

The implication of this was that the nursing degree courses at Bedford College and at Chelsea College were being compared. This is an invalid comparison of two courses at very different stages of development. The course at Chelsea College has been running for some time and is within an established department with its own chair. On the other hand the course at Bedford College is new (having had only two intakes of students) and is within the department of sociology. This course is still at a very early stage and is subject to the normal developmental problems of any course situated in two such widely differing institutions as a hospital and a college. Is there any reason to expect that these would not be overcome?

It is also important to consider the wider educational implications of the recommendations of the working party. The nature of the academic emphasis within existing nursing degree courses is variable. It encompasses those with a strong biological, strong psychological, and a wide-ranging biopsychosocial emphasis. No course, other than that at Bedford College, brings a strong sociological perspective to the study of nursing. If the recommendation of the working party is accepted, the particular approach of the sociology department, so badly needed in relation to the nursing profession, will be lost.

The survey also covered the area of personal skills in which the respondents were asked to rank in order of preference their perceived need for further training in 12 areas.

Yours faithfully,
JENNIFER BOORE,
Lecturer in Nursing Studies,
University of Hull.

Sociologists' merits

Sir - As a sociologist I can only agree with Robert Moore about the merits of sociology students (*THES*, March 25). As an engineer I have to add that their technological literacy limits the contribution they can make to industry, to this discussion and to life generally in a technologically-based society.

Yours sincerely,
GEORGE BEURKE,
Head of Engineering Education Project, Leicester Polytechnic.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

PNL Inquiry

Sir - I read with interest your report of March 18: "Joseph orders leaving bias inquiry at PNL, and the place in the following edition (March 25) in which you correctly report the validation of our new degree proposals by the Council for National Academic Awards after a visit on February 23. I was, therefore, sad to learn that the allegations of bias made by Lady Cox when she was head of sociology of the Polytechnic of North London (and prior to my appointment as head in 1978) have been revived and extended by a former employee (supported by Lady Cox).

Sir Keith Joseph has recently launched his white paper on teacher efficiency called "Teaching Quality". I am sure that he will understand that one of the chief reasons why heads in schools and colleges have often been reluctant to act in cases where members of staff have been unable or unwilling to fulfil the terms of contract is that they have been afraid of repercussions and of failure to get support from higher authority. Heads know that in a proportion of cases they, or their department or schools, will be subject to slur or to the false allegation. They suspect that when mud is thrown some fear is bound to stick. What they fear most is lack of support from superiors. What they have a right to expect is that they will be supported by the authorities right the way up to the top.

Allegations must, of course, be looked into but, prior to "trial" in the newspapers or even to formal inquiries, the credibility of the source must be the subject of simple test. With regard to the allegations of bias in my own department let me now say only this: it has been the object of painstaking monitoring by the CNAA during the past five years. As head I feel that my colleagues and I have the right to ask that at least a *prima facie* case be established prior to any further, specific inquiry.

Yours faithfully,
NIGEL C. PARRY,
Head of Department of Sociology and Chairman of the Faculty of Social Studies,
Polytechnic of North London.

Other side of Finland

Sir - Though the intellectual climate of contemporary Finland is scarcely sparkling, the bleakness portrayed in Donald Fiedler's depiction of the Finnish scene (*THES*, March 18) is so contrived as to be quite offensive. His account is doubly distorted. In the first place, everything is laid at the door of Finland's relations with the Soviet Union. "The intellectual climate", Fiedler writes, "like all vital facets of Finnish life, is ultimately determined by external relations". Nothing could be further from the truth. The idea that the great bear breathes down the neck of every Finn as he thinks, writes and goes about his everyday business is a fiction perpetuated by foreign correspondents for whom the only realities are geopolitical, and by a handful of rightist politicians who have brought little credit to their country. The freedom enjoyed by Finnish citizens in the conduct of their lives, both intellectual and otherwise, is not illusory but real, and hard won.

In the second place, Fiedler's view of Finland is clearly a "Helsinki-centred" one. How else could he characterize Finnish theatre in terms of the antics of one unorthodox director who happens to be in vogue in the Helsinki school of acting? No account is taken of the many lively companies operating in the provinces, nor of the exceptionally high level of public interest in the visual and performing arts, not to mention the constant outpouring of literature and poetry in the Finnish language - for which the demand appears insatiable despite the small population. In another characteristically sweeping statement, Fiedler declares that "journalism and broadcasting are trivial... because of... the absence of a truly gutter press". One would think this latter point would prove the contrary. At any rate, one of the delights of the Finnish newspaper industry is the plethora of local papers which are often far more energetic and creative than those dull, Helsinki dailies which seem to contain less, the thicker they become.

It is true that the real intellectual life of Finland is not much in evidence in her universities. They are crippled by the remains of an obsolete academic hierarchy, by the flood of students fed on a school curriculum that stifles initiative, and by linguistic isolation. An aging, stultified and highly conservative professoriate clings to a "disproportionate share" of public power in government and administration, leaving junior lecturers with such a heavy burden of teaching that they have no time for independent research. In the intellectual vacuum so created it is easy for the second-rate and the hackneyed, to gain a foothold.

However, I believe that Fiedler has come to his negative conclusions because he has looked for intellectual life in the wrong places. It is not principally to be found in Finland's academic institutions, nor among the aspiring but ineffectual cosmopolitans of the capital city, but in the homes and workplaces of ordinary people throughout the country, where a visitor will find an awareness of current affairs, and of art and literature; that will make him feel ignorant by comparison.

Yours sincerely,
IAN BARCLAY,
Tutor Technical Management Unit,
Huddersfield Polytechnic.

Yours sincerely,
TIM INGOLD,
Department of Social Anthropology,
University of Manchester.

Union View

A common strategy makes common sense

One of the central trends in pay bargaining in the public sector over the last two years has been the coming together of individual sectors within the public service in joint wages claims, co-ordinated by the TUC.

One example has been the agreement reached at the TUC and its committees, by the public sector unions to co-ordinate their wage claims around a common pay strategy.

So far as universities are concerned, there are four main negotiating committees for manual and ancillary workers; technicians; administrative and clerical workers; and academic staff.

The process of co-ordination has until this year depended upon fairly informal contacts, but in this year's round of negotiations, it was agreed that the commitment of all the trade unions within the university sector to a common pay strategy should be put into a more practical form. Since early 1981 when the Universities National Joint Union Committee to co-ordinate the university sector trade unions at national level, there has been, of course, an exchange of information prior to the separate negotiating committees submitting their individual wage claims. This year, that process was taken a stage further by the setting up of meetings of the chairman and secretary of each of four trade union sides to discuss in advance of the sides determining their wage claims, the respective objectives decided by the individual trade unions, and to coordinate the submission of those claims and the process culminated in the incorporation of the common core element within all four wage claims submitted in each of the negotiating committees - restoration of eroded living standards; reduced working time where appropriate; special protection for low paid workers.

Coordination of this sort might seem a matter of common sense. It is, however, immensely difficult in practice to achieve, since the sectional interest of different groups of staff may be very difficult to surmount and it can be, and frequently is, necessary for individual trade unions, or groups within training unions, to subordinate parts of their pay policies in the interests of achieving a common policy. Employers in the past have not been slow to exploit such differences.

The failure of the university employers to protect in any meaningful way the university community from the savagery of the Government's cutbacks the fact that it can be more financially advantageous to be a police sergeant than to be a lecturer in forensic medicine, the realization that redundancy is not something which merely impacts on manual workers in heavy industry, have all helped to bring a new realism and understanding of their position to many grades of university staffs.

One of the major reasons why the Government found universities such an easy target, was their isolation, an isolation which was in large part deliberately fostered by the leaders of the university community.

The Trade Union Side of the Central Council for Non Teaching Staffs hopes that one of the longer term effects of this somewhat shattering experience will be the final destruction of the medieval concept of the university as a type of secular monastery within, but not part of, the rough and unlettered world outside its gates.

It must surely now be evident to all within the university sector that no political party is going to devote increased resources to universities until universities themselves generate the popular support which the mistaken policies of the past have so drastically alienated.

Harold Wild

The author is secretary to the trade union side of the Central Council for Non-Teaching Staffs in Universities.